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ABSTRACT

This document contains the best 11 field tested vocational decisionmaking programs (and their attendant evaluations) developed during the Vocational Decision Making Workshop, held in Arizona during the 1975-76 academic year. (Eighteen high school counselors and vocational education teachers participated in the workshop, designed to help them learn effective methods of assisting students to make and to implement informed and appropriate vocational decisions. Each participant designed a group vocational decisionmaking program based on the generic program (which is outlined and discussed in this document) presented in the workshop, but adapted it to the unique student population of his or her high school.) The 11 programs are divided into two sections: Counseling Programs, which were conducted in classroom settings as part of the regular curriculum, and Vocational Education Programs, which were conducted outside the classroom. The programs cover introducing career choice to eighth grade students, increasing self-awareness and communication skills, introducing students and parents to vocational decisionmaking, field testing of a career decisionmaking design for high school students, expanding career awareness for home economics students, career and life planning for potential dropouts, career awareness for students interested in marketing, career opportunities through education and experience, career planning workshop in the photographic arts, and increasing career awareness in clerical fields for girls in a shorthand class. (SH)

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FIELD TESTED VOCATIONAL DECISION MAKING PROGRAMS

A Guidebook for Counselors and Vocational Education Teachers

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1975-76 VOCATIONAL DECISION-MAKING WORKSHOP

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PREFACE

One of the major decisions young people must face is that of the career in which they will invest their time and energy. Although vocational decision making and planning is usually regarded as important by high school counselors and teachers, this view is not always shared by the students. As a result, many students enter their senior year of high school with only a vague idea of what they will do after graduation. If students do have vocational plans, these plans are often based upon whim or circumstance and do not reflect a thorough understanding of themselves or of the world of work. For this reason there appears to be a need for high school counselors and vocational teachers to learn effective methods of assisting students make and implement informed and appropriate vocational decisions.

A Vocational Decision Making Workshop, sponsored jointly by the Arizona Department of Education and the University of Arizona, College of Education and the University of Arizona, College of Education, was designed to meet this need. Eighteen high school counselors and vocational education teachers participated in the Workshop. During the 1975-76 academic year the participants met with the Workshop director for eight Saturdays. In the first seven meetings, between September, 1975 and February, 1976, a generic vocational decision making program was presented to the participants along with exercises and activities which illustrated the various components of the program. During this time each Workshop participant designed a group vocational decision making program, based upon the generic program presented in the Workshop, but adapted to the unique student population of his or her high school and reflecting his or her own counseling or teaching strengths and personal preferences.

For the next two and a half months, between 2/14/76 and 5/1/76, the participants field tested and evaluated their decision making programs in local high schools. On May 1st, Workshop participants met together and reported to one another on the success or failure of their programs.

This document contains the best of the field tested vocational decision making plans and their attendant evaluations. The 11 plans included are divided into two sections: those which were conducted in classroom settings as part of the regular curriculum, andthose which were conducted outside the classroom.

It is hoped that this document will prove to be a valuable resource for counselors and vocational education teachers who are involved in assisting students make vocational decisions. Any of the decision making plans can be used unchanged. Or counselors and teachers can use parts of one or more of the plans as a basis for developing programs to meet the needs of their own students and schools.

E.B.Y.

INTRODUCTION

Some decisions in life can be made impulsively without risk of adverse results. However, a career decision has such far reaching consequences that it is only logical that a person spend time and energy engaging in a systematic and rational process in order to make that decision.

A variety of models exist which are designed to assist high school and college students make vocational decisions (Bartsch, et al., 1976; Borow & Lindsey, 1969; Gelatt, et al., 1973). The generic decision making program that was presented in the Workshop is outlined below. This program consists of three major parts: 1) Understanding of oneself and of the environment (situation) in which one lives, 2) Integration of one's understanding of both self and situation in order to make a choice, set goals, and make plans, and 3) Implementation of the plans.

Generic Decision Making Program

I. Understanding

Self	Situation
Clarify values	Explore opportunities
Assess abilities	Identify situational constraints
Identify interests	

II. Integration
   - Establish goals
   - Make plans

III. Implementation

In this introduction, each component of the generic program will be explored, and some of the guidelines and pitfalls of working with the component will be discussed.

Self Understanding

Important life decisions would be made within the context of a basic understanding of both one's self and of the environment in which one lives. Most authorities on career decision making agree that three essential areas which a person must understand for effective decision making are values, interests, and abilities.

Clarification of Values

Each individual has a unique set of assumptions about what is right, what is good, what is desirable, what is important, what human beings "ought to" do. These assumptions, or values, are learned from one's parents, culture, peer group, etc. As the individual matures, gathers more information, and gains a greater number of life experiences, these values are modified.

Even though we are not always aware of the values we hold, our values strongly influence the direction we take when making decisions. By making our implicit values explicit, we can gain greater control over the decisions that we make.

When a decision making program deals with values, its purpose is to assist students clarify the values which they already hold, not to change those values or to teach the students new or better values (Gelatt, et al., 1973). For example, if a student's primary work value is money, it is the job of the counselor or teacher to assist that student to become consciously aware that money is what is most important to him or her. It is not the job of the counselor to teach the student to value service to others (or autonomy, or competence) instead of or more than financial gain.

For a counselor or teacher attempting to facilitate the clarification of a group of students' values, this calls for some rather difficult behavior. It means that the facilitator must be careful to put aside his or her personal values and not let them intrude on the counseling process. It means that the facilitator must create an atmosphere of trust within the group so that students will risk disclosing a value which might not be socially acceptable. And when a student does take such a risk, it means that the facilitator must treat all opinions equally, no one value as superior to another.

Program facilitators will have no difficulty finding activities and exercises to assist students clarify their values. A number of books are devoted entirely to materials to assist in the process of values clarification (Pennant, 1973; Raths, et al., 1966; Simon, et al., 1972).

Assessment of Abilities

Abilities are most often assessed by means of standardized tests. Tyler (1969) subdivides ability tests into those which measure achievement (developed abilities) and those which measure aptitude (potential for development). Intelligence tests are primarily tests of scholastic aptitude, or what it takes to succeed in school; they predict the complexity of the material an individual can handle (Tyler, 1965).

When achievement and aptitude tests are used in vocational counseling and decision making programs, their purpose is prediction. The program facilitator is trying to predict whether or not a person will be successful in further education or in a particular type of occupation. A great deal of caution must be exercised when using aptitude or achievement tests in a decision making program. Although some tests can predict success for groups of students, they are not as useful in assessing the future success of one individual. For example, if an intelligence test were given to all students in a high school for purposes of predicting success in college, we would probably find that most students with high stanines (8 or 9) would do well in college and most with low stanines (1, 2, or 3) would not maintain an acceptable academic record. It would be more difficult to make predictions about those students falling in the middle range. The danger in using such tests in a vocational decision making program is that the predictive validity of intelligence tests is based on a statistical average - a number which describes no one single individual. There are always exceptions: the student with a low stanine who does well in college and the student with a high stanine who fails completely.

The exceptions can often be attributed to the motivation of the student. Research has shown that college grade point average is more closely correlated with high school marks than with any sort of test scores (Tyler, 1965). If intelligence, alone, were responsible for college success, then intelligence test scores would be more predictive of success than high school grades.

No purpose is served by giving the successful high school student an intelligence test. If the academic standards of your school are comparable to other high schools in the state, it is reasonably certain that a student who has done well in that high school will do well at one of the state universities. If you were to administer an intelligence test and find that the student is an "overachiever", i.e. has done better in high school than one would have expected, your only alternative is to assume that the same factors which caused the student to do well in high school (e.g. motivation, good study skills, enthusiasm for some line of endeavor) will also cause the student to do well in college.

Tests of special aptitudes (mechanical, motor coordination, artistic, clerical) are frequently administered to students in an attempt to predict the degree of success they will have in a particular occupation, yet research has shown that skills not yet learned cannot be predicted by aptitude tests (Tyler, 1965). Therefore, the main practical purpose aptitude tests might serve in a decision making program is to indicate what a student's limits are. For example, if a student wants to be an electronics technician and there is doubt that he or she has sufficient mechanical ability for the job, then an aptitude test could be administered in order to determine whether or not pursuit of such an occupation is advisable. However, if the test indicates that the student does have the minimum aptitude necessary for the job, one cannot predict from the magnitude of the test score how successful the student will be as an electronics technician. Given the minimum necessary aptitude for the job, success will depend upon other factors: personal factors such as motivation and work habits, and factors present in the work situation, such as the quality of supervision and on the job training (Tyler, 1965).

Thus far we have argued for the limited use of tests to assess abilities for the purpose of vocational decision making. In many cases assessment of abilities may not be necessary at all. Counselors and teachers sometimes believe that an individual should pursue the line of work which corresponds to his or her greatest talent. It is true that many people find their greatest satisfaction in occupations in which they have the greatest ability, but this is not always the case. For some people factors such as values and preferred lifestyle may be more important to a career decision. For example, a young man whose greatest talent is in music might prefer a career in business with an eight to five job which would allow him greater time with his family rather than one as a musician with a lifestyle where he would be on the road a great deal. Or a young woman with talent in applied mathematics migh choose to become a nursery school teacher rather than a computer analyst because she believes that by working with pre-school children she can make a greater contribution.

In summary, intelligence tests can be used to predict success in higher education, but interests and motivation are often more important. Tests of special aptitude can indicate what a person's limits are, but they cannot predict the degree of occupational success. Sometimes a person's abilities are not as important in a career decision as are the person's values and preferred lifestyle.

Identification of Interests

Identification of vocational interests is an essential part of a vocational decision making program. Research clearly indicates that vocational interests are one of the most stable aspects of an individual's personality. Strong (1955) summarizes follow up data on a number of different groups of college students who were first tested with the Strong Vocational Interest Blank during their college years and retested as many as 22 years later. The correlations between the two sets of scores varied but in most cases were quite high. Tyler (1965) reports a number of studies which show that interest patterns are stable for high school students as young as 16 years of age.

An individual's interests can be assessed in one of four ways: by 1) asking individuals what they are interested in (expressed interests), 2) observing what individuals actually do (manifest interests), 3) testing individuals' familiarity with the vocabulary associated with an area, and 4) testing using interest inventories (Super & Crites, 1962). The most common method of assessing interests is by means of standardized vocational interest tests, and the most commonly used inventories are the Strong and the Kuder in all their various forms (Herr & Cramer, 1972).

The proper use of vocational interest tests involves much more than administering a test and then handing students their test profiles; interpretation of vocational interest tests is a skill that must be learned. The best way to learn skillful test interpretation is to observe an experienced interpreter and then practice a great deal. The following points will be helpful to individuals who find it necessary to interpret interest tests before they have received adequate training: 1) Test profiles should never be returned to a student without interpretation by someone who is able to help the student understand the new information and place it in the context of what the student already knows about him/herself. Test interpretation should be an interaction between a facilitator (who is an expert on the test) and the student (who is an expert on him/herself). The student should be active both in examining the information that the test provides and in reaching conclusions. If a test is interpreted in this manner the student is less likely to be defensive about the interpretation, and more likely to remember what he/she has learned. And the interpretation is more likely to be valid because the student has an opportunity to take part and bring in new and relevant data about him/herself (Tyler, 1969). 2) The interpretation of test results should be given slowly, allowing the student to indicate what each test result means to him/her, to express his/her feelings about them, and to raise questions about them (Goldman, 1961). 3) Although the vocational interests of most juniors and seniors in high school will remain the same for many years, there are exceptions. We cannot be certain that the interest profile of any one high school student will be the same 20 years later. In addition there is always the possibility that the test scores could be wrong. It is therefore important for the facilitator to check out each score with the student. If the test indicates something with which the student disagrees, the facilitator should assume that the student knows more about his or her interests than does the test. 4) Information gained from interest inventories is of two types: what the students interests are (high scores) and what the student has ruled out (low scores). Both are important sources of information. While most people look only at high scores, low scores can be important information in career exploration because they serve to narrow down the number of possible choices. 5) High scores on vocational tests are related to how long a person will remain in an occupation; they are not related to success in an occupation. So if a student's test profile indicates that he or she is very interested in social service occupations, that does not mean that the student will do well in a social service field.

Vocational interest tests are a convenient, objective and systematic method of assessing interests. Interpreted properly, they can be an extremely valuable part of a vocational decision making program.

Understanding of the Environment

To choose an appropriate career, individuals must not only have knowledge of and understand factors within themselves, they must also understand factors which are present within the environment. These factors may hinder or help them establish themselves and become successful in a particular career.

Exploration of Opportunities

The possession of relevant information about occupational and educational opportunities is essential for effective vocational decision making. Individuals who facilitate career planning often think that they must provide the student with all the occupational information that the student needs. This is an impossible task. The Dictionary of Occupational Titles alone lists over 40,000 different occupations. There are, literally, thousands of materials published each year which describe these occupations. Clearly, no one individual - however dedicated to doing a good job of vocational counseling - could read and remember it all. Even if it were possible for one person to do so, next week much of the material would be outdated. The facilitator of a vocational decision making program must find some method other than becoming a labor market expert to help students become familiar with the information they need on the world of work.

While it is not possible for facilitators to know everything about occupational information, to be effective they must know something. The minimum the facilitator should know is what information is available and where it is located. Rearden (1975) advises that the counselor should be familiar with and have available the Occupational Outlook Handbook, the Dictionary of Occupational Titles, and at least one commercially produced filing system as resources. Overs (1967) suggests that the counselor develop a more subjective type of occupational information - knowledge of "how it really is". This information would include reports from former students, observed employment outcomes, and information from professional and non-professional contacts.

The most common type of vocational information is printed. Unfortunately high school students rarely make use of the printed information which the school has available (Gibson, 1962). This is understandable since, as Steward (1969) put it, "the sources are so impersonal , the print so small, and the task...so unappealing (p.213)".

Often the problem of uninteresting printed information is compounded by the manner in which it is used. Class assignments to do library research on several occupations are not uncommon. To require students to find detailed information about occupations that are completely out of the question for them - and then to report that information to the class (most of whom are not interested in the occupations) - is a waste of time at best. At worst such assignments might cause some students to lose interest in the entire decision making program.

Another common method of approaching occupational information is to invite individuals from local businesses to speak before the group. Again, unless every student is interested in pursuing an occupation in the business being discussed (an unlikely situation), the speaker will bore those students who are not interested. To avoid boring the student, occupational information must be individualized to fit each student.

In recent years many types of occupational information have been developed which are designed to have more appeal for the student. These new materials are more attractive to students than are printed materials (Minor, 1975) and include audio and visual approaches, and simulation and gaming techniques such as the Life Career Game (Boocock, 1969). Information on these and many other types of occupational and educational information can be found in several textbooks (Hollis & Hollis, 1969; Hoppock, 1976; Isaacson, 1971) and through one of the 20 Arizona career education projects.

Although much progress has been made in the development of attractive occupational materials, it is first hand experience which is most likely to be valuable and least likely to bore the student. By far, the best source of information for the student is actual work experience. Part time or summer work in a setting in which the student is considering a career is an invaluable method for the student to obtain information about a work environment and his or her reaction to it. Unfortunately, such experience is not often available. It is difficult enough for a high school student to find any sort of employment; it is next to impossible to find employment which relates to a possible career choice.

Although paid employment is often not possible to obtain, volunteer work usually is. A counselor or teacher who is familiar with a community can often make use of its resources to help students arrange volunteer work that is relevant to their career choices. If a student is considering work as a physician or as a nurse, the student might obtain volunteer work in a hospital or other medical setting where he or she would be exposed to the many health careers available.

Another valuable type of experience is one that affords a student an opportunity to spend a day or several days observing someone who works in a field of interest to the student, or the student could simply interview that person. The interview should be held at the place where the person works in order to allow the student to get an actual feeling for the sights and sounds of the job setting. This experience is most successful if the person interviewed is heavily invested in his or her occupation yet objective enough to describe the negative aspects of the job.

In order to arrange individualized interviews, the counselor or teacher needs a resource file of persons in a variety of occupations who are willing to be interviewed. Building such a file is not a difficult task. Most adults are happy to spend time talking with young people about what they do (Irish, 1973). The teacher or counselor can begin the file with parents of students as well as with his/her own friends and relatives.

Before the student goes out to interview, the counselor or teacher should spend some time teaching students to ask questions which will elicit meaningful and useful information -- questions which are specific and which are relevant to the particular occupation in question rather than relevant to a broad category of jobs (Thoresen & Hamilton, 1969).

To summarize, occupational information is essential to a vocational decision making program. The facilitator of the program needs to know what information is available and how it can be obtained. Although many types of occupational information exist, those that involve first hand experience are the most interesting to the student.

Identification of Situational Constraints

A rational decision is based on all the relevant information that can be obtained - both positive and negative. Many students face environmental obstacles which might serve to constrain them in obtaining employment -- obstacles such as age, sex, race, lack of prior work experience, or a physical handicap. Even though they relate to the individual, these factors are termed "environmental" because they do not affect the student's ability to do the job, but rather the individuals ability to get the job. Thus, if a student has a physical handicap which prevents him or her from doing a particular type of work, the student should think of the handicap as a personal (not environmental) limitation and seek a different type of employment. But if the student's physical handicap does not influence his or her ability to do the work in question but does affect his or her ability to obtain a particular type of work because employers are reluctant to hire individuals with such a handicap, then the handicap is an environmental constraint.

An effort should be made to identify the likely sources of environmental constraint - to learn, for example, which jobs are not open to inexperienced persons, which companies do not hire women or blacks or native Americans. Such information can rarely be obtained through the usual sources. However an effective vocational decision making program cannot proceed without it.

Once a person's situational obstacles are identified, steps to circumvent or overcome the barrier can be taken.

Integration

Once students have gathered the relevant data about themselves and have investigated the opportunities and constraints which are present in their environments, it is time to put the information together and actually make the decision.

A number of models have been proposed for use in vocational decision making (Bartsch, et al., 1976; Clarke, Gelatt & Levine, 1965; Katz, 1966; Magoon, 1969). All are based on the scientific method and all include essentially the same components. The procedure proposed by Bartsch, et al. (1976) will be used for purposes of illustration. It contains the following steps:

1. State the decision you want to make.
2. List your alternative courses of action.
3. List your desired outcomes, i.e. the benefits which you want to occur when you have chosen one of the alternatives. To do so use information you have about your values and interests.
4. Establish priorities by rank ordering the desired outcomes in terms of your own preferences.
5. Analyze the probable consequences of choosing each alternative, i.e. make an appraisal of your ability to make an alternative occur. Do this by estimating your motivation, the difficulty of obtaining each option, and your own ability level.
6. Estimate the extent to which each alternative will help you reach your desired outcomes.
7. Select the most suitable alternative.

At some point in this process it may become obvious to students that they do not have sufficient information to make a wise choice. One of the benefits of using a systematic decision making procedure is that information that is lacking can be easily identified. It then becomes possible for the student to gather the information prior to completing the decision. The facilitator needs to plan for this possibility and build enough flexibility into the Program to allow the choice process to stop in order for the student to gather the missing information.

It is important to remember that, while the facilitator may play an important role in helping the student to process information, it is the student who must make the final choice. The student might allow his or her preferences for an option to completely overshadow all objective evidence, yet no matter how unwise a particular alternative may appear, the facilitator must allow the student to make the choice alone. There are two reasons for this. In the first place it is the student who must live with the consequences of the decision, not the facilitator. And in the second place, results of research indicate that counselors are unable to make valid judgements about how good a student's decision actually is (Tyler, 1969).

A student should be encouraged to choose not one alternative, but a primary alternative and one or two secondary alternatives in case the student is unable to obtain the primary alternative. Research (Festinger, 1957) shows that once a decision is declared, it is difficult to change that decision even though there are good reasons for doing so. By declaring a specific choice prematurely, students may lock themselves into careers which they later realize are inappropriate. If, on the other hand, students view their decisions as tentative, they are free to change those decisions at a future point in order to adjust to changes in their values, interests, or abilities (Bergland, 1974).

Establishing Goals

The alternative or alternatives which students have chosen will, in most cases, define the goals which they establish. The students' goals should be set high enough to require stretching and exertion but not so far beyond reach that they lead to repeated failure (Bartsch, et al., 1976).

Goals must be both short term and long term. As soon as students have established their long term goals, they can identify the intermediate steps, or short term goals, which will be necessary to take before they can reach the long term goals.

Making Plans

Now that the student has reached a tentative decision about his or her career goals, the next step is to make a plan to achieve that goal. Two methods or planning will be discussed.

If students know exactly what their goals are for the next five or 10 years, what they need to do is to formulate a detailed action plan for reaching those goals. The action plan should state both the long term goals and the short term objectives required to reach that goal. It should include the specific actions the student will take, the sequence of those actions, and a definite date by which the student expects to have completed each action.

If, on the other hand, the student's goals are not that clearly defined, then the student needs a more flexible planning procedure. An approach to flexible planning proposed by Bartsch et al. (1976) is to identify choice points -- choices which must be made in the future -- but to reserve the actual decision making until a later time. The procedure involves three steps: 1) identify the choices which you intend to make in the future, 2) decide the time at which each choice needs to be made, 3) identify information you will need in order to make each choice.

By using a flexible planning procedure which allows them to make some of their choices at a later point in life, younger high school students who are not ready to implement their plans are free to gather further information about themselves and their environments.

Once they have made a tentative career plan many students, the younger ones especially, are ready to stop. They have completed all that they can of the decision making program. Other students, those who will soon graduate from high school and get a job or pursue further education or training, need to take immediate, concrete steps to implement their plans.

Implementation

No matter how decisions are made or how carefully plans are formulated, the plans will not become a reality unless students actively set out to implement them.

Upon graduation from high school, most students either get a job or pursue further education or training. The decision making program can assist those students who intend to continue their education take the necessary steps to secure this goal. The program can also assist those students who intend to get a job by teaching him/her how to conduct a job search.

Assisting students with a job search does not mean getting jobs for the students; it means teaching them how to look for work on their own.

Getting a job and doing an effective job are two different things, and they require very different skills. It is unfortunate, but true, that being the best candidate for the job does not insure getting the job. Especially for young people, getting a job is to prospective employers more likely to be related to the manner in which they present themselves and the contacts they have.

The facilitator should encourage students to use the people whom they do know as resources in searching for a job. They should let as many people as possible know that they are looking for a job and the type of employment they are seeking. Very often friends, relatives, and acquaintances are important sources of job leads and recommendations (Bolles, 1972; Irish, 1973).

Learning how to present oneself properly on paper and in person is an important part of the implementation of a career plan. Practice in writing cover letters, resumes, and in filling out application forms can be advantageous for the student and is a relatively simple activity to include in a vocational decision making program. Even one practice session will give students an idea of the kinds of information they must have available in order to fill out an application form. Such a practive session will help insure that students do not arrive at a job site ready to fill out an employment application without the required information. Stationery stores often sell blank application forms which can be used for practice, or the program facilitator can design one of his/her own.

Few jobs obtained by new high school graduates require a resume of its applicants. Nevertheless, writing a resume is a valuable exercise for students. Organizing their personal data on paper, describing what they can do, and presenting it in the best possible light is good practice for the job interview. The "work experience" category on the resume will present the biggest problem to most high school students since their experience has been limited, yet in getting a job, it is the most critical category. Many books and pamphlets exist that include sample resumes and cover letters for use as resources by students (Resume Service, 1973; South Dakota Career Education Program, 1976).

Time spent discussing job interview procedures can be very beneficial to students. The emphasis should be placed on students learning to describe what they can do and explain why they are interested in doing it at this particular company. New York Life Insurance Company has available an excellent pamphlet which can be used for study and background information in preparation for the job interview.

Practicing interview techniques prior to a job interview is extremely beneficial. Although individuals often use actual job intervies to gain experience, this ins not recommended because they may exhaust all their prime job leads while they are learning by trial and error (Prazak, 1969). Setting up simulated job interviews allows students to practice interviewing as often as necessary without fear of negative consequences and to thereby gain both skill and confidence.

The interview practice should resemble an actual interview situation as closely as possible. In the initial role play situation roles should be reversed so that the facilitator plays the part of the applicant and the student plays the part of the interviewer. In this way, the facilitator can model good applicant behavior while the student gets a feeling for how the prospective employer perceives the situation (Krumbolts & Thoresen, 1969). In subsequent situations, a student can play the role of the interviewer while another student plays the role of the applicant.

Care must be taken in setting up the situation. The facilitator should emphasize that the activity is important and will be successful if students refrain from laughing, even though they may be embarrassed. The activity will be most successful if the first student the facilitator chooses to role play is someone who will do a relatively good job and not try to be humorous.

After the role play, the facilitator should give the student feedback on his or her performance. At first the feedback should be primarily positive, and point out those specific features of the student's performance which were good. As the student gains confidence in his or her ability, the facilitator may make suggestions about specific ways the student might improve the performance.

A vocational decision making program can assist students to implement their career plans by teaching them how to conduct an effective job search.

Conclusion

High School students who engage in a systemtic process of career decision making will not only increase the probability of choosing a satisfying career but also improve their decision making ability - thus increasing the probability that their future decisions will have successful out comes.

Elizabeth B. Yost

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COUNSELING PROGRAMS

THE INTRODUCTION OF CAREER CHOICE TO EIGHTH GRADE STUDENTS PREPARING TO ENTER SECONDARY EDUCATION

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Counselor
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Counselor
Marana High School

The Introduction of Career Choice to Eighth Grade Students Preparing to Enter Secondary Education

Introduction

The Marana School District was located immediately north of Tucson and encompassed an area of 550 square miles. The district is sparsely populated with approximately 9,000 residents.

At the time of this study the total enrollment consisted of 2,842 students in the two elementary, one junior high, and one high school. Twenty-five percent of the student population was other than white (Anglo) and the majority of these were of Hispanic origin. Ninety percent of these Marana students are transported to and from school in district-owned transportation vehicles.

Purposes of Program

This program was conceived and designed in order to provide eigth-grade students with the insight and ability to make curriculum choices. These students would soon be faced with the responsibility of selecting their freshman class schedules. Not only was this program intended to facilitate this initial choice-making but was also designed to make future career decision-making more meaningfull.

Organization

Selection/Recruitment

The target populations consisted of the present eighth grade students, teachers and counselors from the junior high schools and the high school and parents of the eighth graders. These groups involved themselves in one or more of the various aspects of the program design.

Pre-Group Contact

The program was intended to deal with the population of students at both eighth and ninth grade levels. Thus, the junior high counselors spent considerable time with the students as eighth-graders preparing them for subsequent decision making duties as ninth-graders. Approximately 210 students were involved.

Time, Duration and Location of Group

Twelve class periods were utilized in the pre-contact phase during the initial semester.

Additional activities planned for the second semester were carried out at both the high school and the junior high as follows: A Visitation Day for the eighth graders at the high school took place from 9 a.m. to 12 a.m. on March 10. A Registration Briefing for various administrators and teachers of both the high school and junior high took place at the junior high. This briefing took place during an in-service day in April from 2 p.m. to 4 p.m. A Parents Night for the parents or guardians of the eighth grade students was held from 6 p.m. to 9 p.m. one weekday evening later in April. Finally, Individual Freshman-Parent Interviews were scheduled for the following fall semester. These interviews were of 20-30 minute duration for each of the 210 parent-student clients.

Description of staff

The staff included both high school and junior high school teachers and administrators, one psychologist, four school counselors, one crisis counselor, and a career education worker from a county funded organization.

Program Methods and Materials

Phase I: Orientation of eighth grade students
Date: Throughout the fall semester of 1975
Time: Twelve 55 minute periods were spent with each of eight groups.
Location: Junior high school
Program: The junior high school counselors endeavored to prepare the eighth grade students for the upcoming opportunity of curriculum choice. Subjects like values, interests and abilities were discussed.
Material: Various handout exercises are available in most school districts which adequately introduce such subjects.

Phase II: Eighth Grade Visitation Day
Date: March 10, 1976
Time: The eighth grade students from the various junior high schools attended the high school from 9:00 a.m. to 12:15 p.m.
Location: High School
Program: First the visiting eighth grade students were familiarized with the physical plant. They were escorted by members of the National Honor Society at the high school. Areas like classrooms, cafeteria, restrooms, lockers and auditorium were all visited.
Vocational presentations were made by various areas: Agriculture, Spanish, Publications and Music departments provided various demonstrations and programs to the visitors.
Self-Management skills were introduced via the upcoming selection and limitation of subjects from the ninth grade curriculum.

Job search skills are introduced and expanded via additional department presentations, tours of the library, language laboratory.

Evaluation: More time should be alloted to prevent rushed activities. Goal setting was introduced via various achievement possibilities. Receiving a diploma, joining the Marching Band, and taking the full sequence of mechanical shop courses were some of the areas mentioned.

Vocational departments gave demonstrations of their expertise and prerequisite courses were explained. The publications department prepared a special edition of the school paper for the occasion.

Phase III: Workshop for Eithth Grade Counselors and Teachers
Date: A Wednesday in early April
Time: 2:00 to 4:00 p.m.
Location: Junior high school
Program: The objectives of this workshop included fostering and continuing better inter-school communications and aiding each eighth grade student in career oriented choices.

The eighth grade homeroom teachers were briefed on high school graduation requirements and policies. This information was related to their eighth grade students. The ninth grade curriculum was presented by departmental breakdown, pointing out proper placement choices. The information was provided to the eighth grade students during the following week.

Various goals were presented by the workshop to promote their introduction to the eighth grade students. These goals included: graduation with marketable skills, admission to a two-year college, admission to a four year college, or a high school diploma with additional preparation anticipated via "on the job training", apprenticeship training, trade school, business college and the armed services.

The high school provided a list of tentative recommendations for entrance to various courses. Although these criteria were not absolute, they provided some direction for the eighth grade students, their teachers and counselors. The recommendations included expected grades in preparatory courses, and achievement levels on standardized tests.

Phase IV: Eighth Grade Parents Night
Date: A Wednesday in late April
Time: 6:30 - 9:00 p.m.
Location: High School
Program: Parents were taken on a guided tour of the high school. This provided the parents with an idea of the physical layout and the facilities and equipment therein.

A coffee social half-hour next provided an opportunity for the parents to speak directly with the various staff. The high school deans explained the policies regarding discipline at the high school and what both the students and parents could anticipate in that regard. Finally, prerequisites, course content and vocational implications were presented variously by the administrators, deans, counselors and teacher departmental representatives.

Phase V: Parent-Student Interviews

Date: The parent student interviews were held in the initial portion of the 1975-76 school year.

Time: Approximately thirty minutes were devoted to each interview. Given the 210 student-parent pairings there were approximately 105 work hours expended on this phase of the program.

Location: All these interviews were provided by the high-school counselors at the high school.

Program: During these interviews the counselors provided for better school-parent relations, and correct placement of students in high school programs which fit their needs.

READING LEVEL ______

DATE ______

ALG. APT. ______

DATE ______

I. General Curriculum

MARANA HIGH SCHOOL CREDIT SUMMARY SHEET

Name ____________________

9

19 -19

English 1-2	
P.E. 1-2	
Science or Biology	
Math or Algebra	

10

19 -19

English /Eng.	
H-DE/	

11

19 -19

Eng. /Eng.	
Am.History 1-2	

12

19 -19

Constitution 1-2	
Free Ent./	

Plans 10

11

12

READING LEVEL ______
Date ______

ALG. APT. ______
Date ______

II. Four-Year College
MARANA HIGH SCHOOL CREDIT SUMMARY SHEET

Name ______________________

9
19 -19

English 1-2/	
PE 1-2	
Biology 1-2	
Algebra 1-2	
**Spanish 1-2	

10
19 -19

Eng.Comp./Eng.	
H-DE /	
Geometry 1-2	
**Spanish 3-4	

11
19 -19

Eng. /Eng.	
Am. History 1-2	
*Chemistry 1-2	

12
19 -19

Eng. 7-8	
Const. 1-2	
Free Ent./	

*UA requires 1 lab-science

** Az. colleges do not require foreign language with 4 yrs. English

Plans: 10

11

12

READING LEVEL ____________

Date ____________

ALG. APT. ____________

Date ____________

III. Four-Year College, Math and/or Science Oriented Career

MARANA HIGH SCHOOL CREDIT SUMMARY SHEET

Name ______________________________

23

9

19 -19

Eng. 1-2	
PE 1-2	
Biology 102	
Algebra 1-2	
**Spanish 1-2	

10

19 -19

Eng. Comp./Eng.	
H-DE /	
Geometry 1-2	
** Spanish 3-4	

11

19 -19

Eng. /Eng.	
Am. History 1-2	
*Chemistry 1-2	
Intermed.Algebra	

12

19- -19

Eng. 7-8	
Consti. 1-2	
Free Ent./	
Trig./An.Geom-Cal	
Physics 1-2	
Biology 3-4	

*UA requires 1 lab. science

**AZ colleges do not require foreign language with 4 yrs. English

Plans: 10

11

12

FRESHMAN CAREER INTEREST

Name______________________________

Date______________________________

I. At the present time, my vocational choices are (listed in order):

1. ____
2. ____
3. ____

II. To qualify for my vocational choices, I will need the following training/education beyond high school, and it will take approximately _____ years.

Trade School
Business School
On-the-Job Training
Armed Forces (Army, Navy, Marines, etc.)
Two-year Community College
Four-year College or University
Four-year College plus Grad. School
Other____________________

Choices from I.

	Training/Education	Approximate Years	Career Cluster
1.	____________________	__________	__________
2.	____________________	__________	__________
3.	____________________	__________	__________

CAREER CLUSTERS

1. Agri-Business & Natural Resources
2. Business and Office
3. Communication and Media
4. Construction
5. Consumer & Homemaking Education
6. Environment
7. Fine Arts and Humanities
8. Health
9. Hospitality & Recreation
10. Manufacturing
11. Marine Science
12. Marketing & Distribution
13. Personal Services
14. Public Service
15. Transportation

Reference List

Freshman Career Interest. Updated as appropriate. Marana High School.

Marana High Schhol Credit Summary Sheets. Updated as appropriate. Marana High School.

Given that the decision-making exercises were administered by the junior high school counselors and not by the authors of this paper we do not provide an annotated reference list.

Any specific information on materials or proceedures utilized in the administration of the decision-making process at the junior high school level is available through the junior high school counselors.

INCREASED SELF-AWARENESS AND COMMUNICATION SKILLS IN SMALL GROUPS AS A STIMULANT TO CAREER EXPLORATION

Ann D. Hamm
Charles N. Holman

Counselors

Sahuaro High School

INCREASED SELF-AWARENESS AND COMMUNICATION SKILLS IN SMALL GROUPS AS A STIMULANT TO CAREER EXPLORATION

Introduction

Small communication skills groups were run at Sahuaro High School, an east side high school of well-to-do students in Tucson, Arizona. The high school was metropolitan in nature, yet located on the eastern fringe of the city. The size of Sahuaro High School was roughly 2,500 students. Approximately 93% were Anglos and 7% consisted of minority group members. Blacks, Mexican-Americans, and Indian-Americans made up the largest part of our 7% minority.

The participants for our small groups were solicited from all English classes from grade nine through grade twelve. The participants all volunteered for our program. A total of 120 students participated in the groups. Seven were minority group members. We had a total of ten groups, so the average number in each was ten. Students were grouped according to their preferences for counselor, preferences for working with members of the opposite sex or the same sex, and preferences for working with under classmen or upper classmen.

Purpose of program

The purpose of our small groups was two-fold. One was to provide the student with a way to learn about his/her own, individual self. It was our hope that students would develop a strong sense of self-awareness. The second was the initiation of career exploration into various materials based on this expansion of self-awareness. Our purpose was not to develop an extensive program, but to scratch the surface and allow the students to carry on the responsibility of self-discovery from the prefacing from one of three counselors.

Organization

Selection and recruitment

Each student took home a form from English class. If he/she wished to participate, he/she asked a parent to sign the form and then return it. We asked for parent permission so as to make parents aware of our program and to inform them that their child would selectively miss classes as well as be responsible for missed work. Our recruitment was from contact with all students in English classes. We did not push students to join, but we did encourage participation.

Pre-group contact

There was a minimal amount of pre-group contact. We met with several students who had questions prior to the beginning of the groups.

Description of staff

Three people were on the staff: Muriel Carlton- female, counselor at Sahuaro High School, Ann Hamm - female, counselor at Sahuaro High School, and Chuck Holman - male, counselor at Sahuaro High School.

Time, duration, and location of group

The groups lasted approximately fourteen weeks. Several groups extended an extra couple of weeks in order to complete our designated curriculum.

The meeting places were located at Sahuaro High School. The Career Information Center, the Student Lounge, counselors' offices and the front lawn were used.

Each group met fifty minutes per week on either a Monday, Tuesday, or Friday to accommodate our modular schedule. The groups were staggered each week so that the students did not miss the same class repeatedly. As it worked out, each class was missed no more than a total of three times.

Group Outline

Week 1 Meeting/Ice Breakers/Peer Building

Activities

Preface
"Name Tags" (Hawley & Hawley, 1975, p. 57)
"Hopes Whip" (Hawley & Hawley, 1975, p. 92)

Week 2 People's Reactions via Values

Activities

Preface
"Marijuana Story" (Hawley & Hawley, 1975, p. 180-182)

Week 3 Personal Values via Hypothetical Situation

Activities
Preface
"Space Ambassadors" (Hawley & Hawley, 1975, p. 156)

Week 4 Values/Focus on Self

Activities
Preface
"Twenty Things I Like to Do" (adapted from Simon, Howe, & Kirschenbaum, p. 30-32)

Week 5 Getting Feedback on Self-Concept

Activities
Preface
"Self-concept Validation" (Lindberg & Bartill, date unknown, p. 8)

Week 6 Personal Value Ranking

Activities
"Who Am I?" (Hawley & Hawley, 1975, p. 188-189)

Week 7 Feedback in an Indirect, Safe Atmosphere

Activities
Preface
"Water Fantasy" (Lindberg & Bartell, date unknown, p. 12)

Week 8 Self and Other Value Comparison

Activities
Preface
"Adjective Rating List" (Hawley & Hawley, 1975, p. 203)
"How Do You See Me?" (Lindberg & Bartell, date unknown, p. 14)

Week 9 Structured, Positive Feedback

Activities
Preface: Brainstorming
"Accentuate The Positive" (Lindberg & Bartell, date unknown - p. 36-37)

Week 10 Values-What Each Person Learned

Activities

Preface

"Personal Coat of Arms" (Simon, Howe, & Kirschenbaum, 1972, pp. 278-279)

"I Learned Statements" (Simon et al, 1972, pp. 163-165)

"Group Evaluation by Student"

Week 11 Feedback and Interest Survey

Activities

Kuder E

Group Feedback

Weeks 12-13 Self-growth

Activities

Individual conferences

SMALL GROUP COMMUNICATION

FREQUENCY Eleven weeks of formal groups meeting one time on a staggered period basis so as not to jeopardize a student's grade.

RATIONALE The 1975-76 counselors, Chuck Holman, Muriel Carlton, and Ann Hamm, believed that small groups dealing with personal values, people awareness, self-awareness, and decision-making skills were beneficial to interested students at Sahuaro High School. In addition, the counselors felt that we needed to meet more students and establish personal contacts with students who normally would not use the services of the counselors. In essence, we believed that counseling was for all, not for a selected few.

PRE-EVALUATION During the 1974-75 school year Chuck Holman ran three pilot small groups and received sufficient positive reinforcement and feedback to feel that perhaps small groups should be offered to all interested Sahuaro students.

PLANNING This aspect of our program took place during the summer of 1975 in three planning sessions at Sahuaro. Muriel Carlton and Chuck Holman planned our program for the 1975-76 school year.

DEPTH PROCEDURE

1. Communicated and cleared program through Department Chairman - Woody Beehler.
2. Communicated and cleared program with Assistant Principal for Student Personnel - Dr. Bennie Linkhart.
3. Went to English Department Chairman to get clearance to go to all classes in English to solicit members and explain all aspects of our small groups.
4. Handed out "Parent Letter" to all interested students.
5. Students return signed "Parent Letters" to Student Services Office.
6. When letters were returned student filled out group communication questionnaire.
7. Groups were than formulated along lines to meet specific needs of students as stated in questionnaire.
8. Bulletin in "Teacher Announcements" explaining what we were doing.
9. Three meeting areas were used: Career Information Center, Student Lounge, and Conference Room B of the Library. After groups were formulated, each group was assigned to one of these areas.
10. Lists of all groups, dates, periods, as well as group constituents were sent to all teachers for their records.

11. A note was then sent to all 120 students telling when their first group meeting took place.
12. Meetings were then set!
13. Students, on days of groups were to check with teacher before coming to group!!

CONCLUDING POINTS:

1. Week 12 was an informal meeting with students who signed up to discuss self-growth with facilitator on a one to one basis. Tape recorder was used.
2. Previously students had been encouraged to keep a journal of group activities as well as their personal feelings from group experiences. Their journals served as impetus for the one to one discussions during Week 12. The 12th week of the group meetings was optional.

Dear ________________________________: Grade:__________
(Put your name here) Matric No.:__________

We need the following information to form our groups which will be starting early in October.

Please mark the appropriate answers to the following questions.

(1) I would prefer being in a group facilitated by:

(Please mark your top two choices. 1 being your first choice, 2 being your second choice.)

________________Mrs. Carlton

________________Mrs. Hamm

________________Mr. Holman

________________Makes no difference

(2) Do you prefer the members of your group be:

(Check appropriate choices.)

________________Freshman

________________Sophomore

________________Junior

________________Senior

________________Makes no difference

(3) Do you prefer being a member of a group that is:

(Check appropriate choices.)

________________All girls

________________All boys

________________Mixed

________________Makes no difference

(Carlton, Hamm & Holman, 1976)

GROUP ASSIGNMENTS

MURIEL CARLTON

Group A

#		Date	Per.	Place*
1	M	Oct. 13	5	CIC
2	Tu	Oct. 21	2	SL
3	Tu	Oct. 28	4	CIC
4	M	Nov. 3	1	CIC
5	M	Nov. 10	6	CIC
6	Tu	Nov. 18	3	SL
7	M	Nov. 24	5	CIC
8	Tu	Dec. 2	2	SL
9	M	Dec. 8	4	CIC
10	Tu	Dec. 16	3	SL
11	M	Jan. 5	6	CIC

Group B

#		Date	Per.	Place*
1	Tu	Oct. 14	2	SL
2	M	Oct. 20	4	CIC
3	Tu	Oct. 28	6	CIC
4	Tu	Nov. 4	1	CIC
5	M	Nov. 10	3	SL
6	M	Nov. 17	5	CIC
7	Tu	Nov. 25	4	CIC
8	M	Dec. 1	2	SL
9	Tu	Dec. 9	6	CIC
10	M	Dec. 15	1	CIC
11	M	Jan. 5	2	SL

Group C

#		Date	Per.	Place*
1	F	Oct. 17	3	SL
2	M	Oct. 20	6	CIC
3	Tu	Oct. 28	1	CIC
4	F	Nov. 7	4	CIC
5	M	Nov. 10	2	SL
6	Tu	Nov. 18	5	CIC
7	Tu	Nov. 25	3	SL
8	Tu	Dec. 2	6	CIC
9	F	Dec. 12	1	CIC
10	M	Dec. 15	4	CIC
11	M	Jan. 5	5	CIC

Place*

CIC	Career Information Center, Across from the Cougar Office
SL	Student Lounge, Basement of Administration Building
TBA	To be announced

Period 4 Groups begin at 12:00 noon - Bring your lunch.

GROUP ASSIGNMENTS

CHUCK HOLMAN

Group D

#		Date	Per.	Place*
1	M	Oct. 13	3	SL
2	M	Oct. 20	1	CIC
3	Tu	Oct. 28	5	CIC
4	M	Nov. 3	4	CIC
5	M	Nov. 10	2	TBA
6	Tu	Nov. 18	6	CIC
7	M	Nov. 24	3	SL
8	F	Dec. 5	1	CIC
9	M	Dec. 8	5	CIC
10	M	Dec. 15	4	SL
11	M	Jan. 5	6	SL

Group E

#		Date	Per.	Place*
1	Tu	Oct. 14	1	CIC
2	M	Oct. 20	5	CIC
3	Tu	Oct. 28	3	SL
4	M	Nov. 3	6	CIC
5	F	Nov. 14	2	SL
6	Tu	Nov. 18	4	CIC
7	Tu	Nov. 25	1	CIC
8	M	Dec. 1	5	CIC
9	Tu	Dec. 9	3	SL
10	Tu	Dec. 16	2	SL
11	M	Jan. 5	4	CIC

Group F

#		Date	Per.	Place*
1	F	Oct. 17	6	CIC
2	Tu	Oct. 21	3	SL
3	Tu	Oct. 28	2	SL
4	Tu	Nov. 4	4	CIC
5	F	Nov. 14	1	CIC
6	F	Nov. 21	5	CIC
7	Tu	Nov. 25	6	CIC
8	Tu	Dec. 2	3	SL
9	M	Dec. 8	2	SL
10	Tu	Dec. 16	1	CIC
11	Tu	Jan. 6	5	CIC

Group G

#		Date	Per.	Place*
1	Tu	Oct. 14	5	CIC
2	M	Oct. 20	2	SL
3	M	Oct. 27	3	SL
4	M	Nov. 3	1	TBA
5	M	Nov. 10	4	CIC
6	Tu	Nov. 18	2	SL
7	M	Nov. 24	6	CIC
8	M	Dec. 1	3	SL
9	M	Dec. 8	4	SL
10	Tu	Dec. 16	5	CIC
11	Tu	Jan. 6	1	CIC

Group H

#		Date	Per.	Place*
1	Tu	Oct. 14	6	CIC
2	Tu	Oct. 21	4	CIC
3	M	Oct. 27	1	CIC
4	Tu	Nov. 4	3	SL
5	F	Nov. 14	5	CIC
6	F	Nov. 21	2	SL
7	W	Nov. 26	4	CIC
8	F	Dec. 5	6	CIC
9	Tu	Dec. 9	1	CIC
10	Tu	Dec. 16	3	TBA
11	Tu	Jan. 6	2	SL

Group I - Ann Hamm

#		Date	Per.	Place*
1	M	Oct. 13	2	SL
2	Tu	Oct. 21	3	CIC
3	M	Oct. 27	4	CIC
4	Tu	Nov. 4	5	CIC
5	M	Nov. 10	1	CIC
6	M	Nov. 17	3	SL
7	Tu	Nov. 25	2	SL
8	Tu	Dec. 2	4	CIC
9	F	Dec. 12	5	CIC
10	M	Dec. 15	2	SL
11	Tu	Dec. 6	4	CIC

Place*

See previous page.

GOALS FOR GROUP CO-OPERATION

1. Group counseling is a co-operative job. Everyone who is here belongs here just because he is here and for no other reason.

2. For each person, what is true is determined by what is in him, what he directly feels and finds making sense in himself, and the way he lives inside himself.

3. Our first purpose is to make contact, to communicate with each other.

4. We try to be as honest as possible and to express ourselves as we really are and really feel. Try to really listen to what the person next to you is saying. Don't try to convince him that you're right. Listen to what he says, just as you expect him to listen to you when you have something to say.

5. We listen to everyone, so say what you please and feel. Speak whenever you have something to say. Don't be afraid to speak up even if what you have to say isn't particularly clear in your mind. But on the other hand, be careful not to cover up what you mean to say by saying too much.

6. The group leader is responsible for two things only; he protects the right of every member to his opinion, and assures his being heard if his voice is getting lost in the group.

7. One of the best ways you can help others is to let them know that they are not alone in what they feel. If you have experienced the same feeling, tell them. You may be surprised to find that you will be able to understand more about the way you feel as you find yourself talking to others about how they feel.

8. A group discussion goes along best when everybody trusts each other. The more quickly you get to know the others and they get to know you, the more enjoyable this group will be.

9. The things that we talk about here are confidential. No one will repeat anything said here outside the group, unless it concerns only himself. The ideas we share are not for publication.

10. New members become members if they walk in and remain. Whoever is here belongs here. We accept you as you are. Welcome!

Methods and Materials

Week 1 Meeting/Ice Breakers/Peer Building

Activity: "Name Tags"

Materials needed
5" x 8" cards, pencils, paper clips.

Procedure

1. Students were given a 5" x 8" card and instructed to write the names that they wished to be called on them.
2. The facilitator asked each student to write in the upper right-hand corner of the name tag one place that he/she would like to live for a year (not his/her present home). In the upper left-hand corner, each wrote one thing that he/she had in his/her home that he/she was proud of. In the lower right-hand corner, was written the name of one famous living person whom he/she would have liked to resemble in some way. In the lower left-hand corner, one thing that he/she was good at doing.
3. Then each student attached his/her name tag in a conspicuous place.
4. The students were divided into groups of four or five and each member was asked to spend one minute telling the group about the words on his name tag. The students also could have used the name tags as the basis for informal discussion or conversation during a short period.
5. Other suggested options for use on the name tags were: the kind of animal you'd like to have as a pet, three things you love to do, adjectives that describe you, and two things you would like to have people say about you.

Evaluation
This activity was primarily an ice-breaker. Students were not only given a chance to begin to think about themselves and "what they are all about" but also were urged to talk to others in the group. It was a good activity to help the kids get to know each other and feel less discomfort in discussing their feelings and the feelings of others.

Activity: "Hopes Whip" (Hawley & Hawley, 1975, p. 92)

Materials needed:
None

Procedure

1. Students and group facilitator were seated in a circle. The group facilitator asked one person to start by saying, "My hopes for this group this year are__________."
2. Each individual in turn, including the group facilitator, shared one or more hopes with the group.
3. This was followed by a "whip" statement "I hope that I __________". This focused on things that individuals could do to improve the group for themselves.

A "whip" is the generic name for any activity in which a sentence stem is passed along through the group, with each person completing the sentence in turn. The response should be as spontaneous and unrehearsed as possible, with no stopping for discussion of any response, at least not until the whip has been all the way around. Before the whip is started, the teacher should remind the class of their right to pass. "I wonder . . ." "I wish . . .", "I've proved that . . ", "I believe . . .", are all possible whip stems.

Evaluation

This activity was done to get students to express their ideas as to what they hoped they would get from the group. Some hopes that were mentioned were self-growth, desire to learn about self, interest evaluation, and career information. The activity seemed to go well, but I felt that we were expecting too much. Since they were still unsure of all the activities and the focus, this activity may have been premature for most students.

Week 2 People's Reactions via Values

Activity: The Marijuana Story" (Hawley & Hawley, p. 180-182)

Materials needed

Handouts of the marijuana story, pencils and paper.

Procedure

1. Facilitator read or told "The Marijuana Story."
2. Students were then told to rank the characters in order from the one whose actions they approved most to the one whose actions they approved least.
3. Students then divided into small groups and shared their rank orders. "How many ranked Tim as the one whose actions you most approved of? Why? How many ranked Pam there?" Etc. Discussion followed.
4. This procedure was repeated for the character ranked second, third, etc.

Evaluation

Students seemed to really get involved in this activity. There was a great deal of disagreement in the rank order of the characters, and the discussion following the activity was excellent. Students enjoyed revealing their own opinions as well as listening to the opinions of others.

Week 3 Personal Values via Hypothetical Situations

Activity: "Space Ambassadors" (Hawley & Hawley, 1975, p. 156)

Materials needed

Paper, pencils, list of volunteers

Procedure

After dividing the group into smaller sub-groups, the group facilitator read the instructions to the group. "Your group has been given the responsibility of selecting five persons from the list of volunteer candidates below who are to be sent as the first representatives from Earth to a planet in a distant galaxy which is known to contain human life. Do not worry about problems of time, space, language, or life support, for modern technology can fulfill these needs. You will have ________ minutes to reach a group decision. Try to avoid artificial means of decision-making such as voting or flipping coins. It would be nice if there were more data available on these candidates, but you must remember that in the real world we are continually forced to make judgments based upon incomplete data. After your committee has reached its decision, discuss what values you hope the chosen five will communicate."

Evaluation

This was a fun activity, well-received and well done. It really inculcates a person's own intrinsic values. In essence, they revealed themselves, but were unaware of it until the following week. Some of the values that students looked for in the chosen five were; leadership, independence, education, medical knowledge, and religious knowledge.

Week 4 Values/Focus on Self

Activity: "Twenty Things You Love to Do" (Simon, Howe, & Kirschenbaum, 1972, p. 30-32)

Materials needed

Handout, pencil.

Procedure

1. Passed out hand-out.
2. Instructed students to list on the hand-out next to numbers 1-20, twenty things in life that they loved to do.
3. Told students that it was perfectly all right if they had more than 20 items or fewer than 20 items on their list.
4. When students had completed their lists they coded their papers on the chart on the hand-out in the following manner:
   a. A dollar sign ($) was placed beside any item which cost more than $5 each time it is done.
   b. The letter "A" was placed beside those items the student preferred to do alone; the letter "P" next to those activities he/she preferred to do with other people; and the letters "A - P" next to activities which he/she enjoyed doing equally alone or with other people.
   c. The coding N5 was placed next to those items which would not have been listed five years ago.
   d. The letters "PL" were placed beside those items which required planning.
   e. The student indicated next to each activity when (day, date) it was last engaged in.
   f. The numbers 1 through 5 were placed beside the five most important items. The best loved activity was numbered 1, the second best 2, and so on.

Evaluation

This activity was the first which dealt with a developmental approach to self-awareness. The students were able to talk about their likes and interests from this activity. In essence, students learned about values in a fun manner. The kids enjoyed this activity and I felt they learned a lot from it.

Week 5 Getting Feedback on Self-Concept

Activity: Self-Concept Validation (Lindberg & Bartell, 1970,p.8)

Materials needed

None

Procedure

1. The group was divided into sub-groups of three to four.
2. The students were asked to think of three positive adjectives they responded to the most.

5. This process was repeated until each of the group members had shared his/her three qualities and received feedback from each of the other members of the group.

Insure the following:

1. A pre-planned system for dividing people into sub-groups.
2. Participation of group facilitators in activities for total effectiveness.
3. Use of positive adjectives. A mention of how much easier it is to name negative rather than positive things about oneself would be in order.
4. Allow any student to choose (with dignity) not to participate.

Evaluation

The students had difficulty becoming involved with this activity. Many of the kids could not mention three positive things about themselves. It was felt that they had not ever tried to zero in on themselves. Since the feedback that they got was usually negative, their frames of reference were negative. Still it was an excellent activity for students. It is well received when students were willing to take a serious look at themselves. The exercise accentuated the positive, started a sharing process, and got everyone involved.

Week 6 Personal Value Ranking

Activity: "Who Am I?" (Hawley & Hawley, 1975, p. 188-190)

Materials needed

3x5 cards, or recycled paper cut into approximately three inch squares-ten squares for each student. Pencils.

Procedure

1. Each student received ten cards. The facilitator asked the students to write an answer to the question, "Who Am I?" on each of the ten cards.
2. After the students had identified themselves in ten different ways on the cards, they were asked to arrange the cards in order of importance to them, with the most important card on the top and the least important card on the bottom.
3. Then the students were asked to turn their piles over so that the least important card was on the top and the cards were face down.
4. The students were instructed to pick up the card which was on top and give it away. Then they were asked to

reflect upon how they felt when that role was taken away from them.

5. This process was repeated until only one card remained. Students were then asked, "How do you feel now with only one card left? Can you think of any other card that you would rather have now, or would you like to make a new card at this point, one that you didn't think of before?"
6. Students were then allowed to take back any cards they wished to have back. Discussion about which ones they did not want back and why followed.

Evaluation

Students felt that of all the activities done by the groups that this one was the best. They had a chance to really look at themselves and see what was truly important to them. They tended to put relationships with people as their top five roles and material things as their bottom five. All students concurred that giving up the material things was not hard but giving up relationships with people was very difficult.

Week 7 Feedback in an Indirect, Safe Atmosphere

Activity: "IALAC" or I am Lovable and Capable (Simon, 1973)

Materials needed

Copy of IALAC Story or tape of IALAC story.

Procedure

1. A rap by a group facilitator about "put-downs" and their effects upon people was a start.
2. In contrast, a rap on the idea of Eric Berne's "stroking" would be in effect.
3. Next the group listened to the IALAC story.
4. The tape about forty minutes total. At the end of the tape, the group had some time to reflect upon it. The group then discussed the type of day and the specific put-downs the boy encountered during a regular day. Student responses here were very important.
5. At the conclusion of the group, IALAC cards were handed out. Students tore off a piece for a stroke. This was done for one or two days during the upcoming week.
6. At the next meeting student comments on the size of their IALAC signs and the processes they went through served as a valuable learning experience for all. Students may have wanted to make some personal commitments about the future regarding people and interaction.

Evaluation

This was a very popular exercise with kids. They enjoyed hearing the tape of the boy who had a day not unlike those of others which seemed to consist of one confrontation and hassle after another. The kids really identified with the boy, each saying that each day was like a carbon copy of one of their own.

Great discussion followed with the kids projecting their own personalities into what they said.

To give the kids a practical experience in IALAC - each one took home two IALAC signs to keep track of two days -- one a school day and one other a weekend day. When the students came back the sizes of the IALAC signs told the whole story. We felt that the kids learned a lot from this very practical experience. Above all they learned that our society seemed to give more negative feedback than it gave positive feedback. This certainly was food for thought.

Activity: "Water Fantasy" (Lindberg & Bartell, 1970, p. 12)

Materials needed

None

Procedure

1. Students were divided into groups of four to six.
2. A facilitator asked the question, "If you were going to describe yourself as some form of water, what form would you be, where would you be located and why?"
3. The facilitator then gave several examples, i.e., mist on a leaf, ice on a frozen lake, a swimming pool in the city park, a waterfall, a bubbling stream in the woods.
4. Each student was asked to share his/her fantasy with the members of his group and tell why he chose this famtasy.
5. Immediately after a member of the group shared his/her fantasy, the other members gave feedback, through a water fantasy, as to how they saw that individual and why. They could have agreed with the individual's own fantasy or suggested a different water fantasy.
6. Alternatives to this exercise could be other fantasies to describe themselves, e.g., an animal, a sound, an art object, a flower, a drink, or a color.

Evaluation

Students really enjoyed this activity. They especially enjoyed the group feedback on how they saw the individual in terms of a water fantasy. Kids enjoyed doing alternative fantasies. This activity provided a degree of safety in that students received the feedback in a somewhat indirect manner.

Week 8 Self and Other Value Comparison

Activity: "Adjective Rating List" (Hawley & Hawley, 1975, p. 203)

Materials needed
Sheet with adjectives listed.

Procedure

1. Handed out sheets with fourteen adjectives listed. Gave a short introduction.
2. Each student rated himself/herself from one to six on each adjective, following the directions on the sheet and recording his/her response in the left-hand column. Students were then instructed to fold down the left-hand column so that it could not be seen, paired with another person, and traded papers with that person. Each student filled in the column to the right on his/her partner's sheet, guessing for each adjective how the partner rated himself/herself.
3. After the second rating was completed, the papers were handed back and the two columns compared. After the pairs discussed the activity the entire class commented.

Note
This activity gave the student an opportunity to practice empathizing with another person and provided direct feedback on his/her ability to empathize. This activity also gave the students a chance to see what sort of image they projected to the world.

Evaluation
This was an interesting activity with overpowering feedback. The kids really became actively involved when they compared their answers to what their friends responded. I think the kids felt some uneasiness at first as they saw that other people saw them as different. Learning about one's image or how someone else sees oneself is often a frightening experience because we are left open and vulnerable. It does, however, give us some feedback which can help us grow.

Activity: "How Do You See Me?" (Lindberg & Bartell, 1970, p. 14)

Material needed
Pencil and paper

Procddure

1. The students were divided into groups of three or four.
2. They were asked to formulate some sentences that touched on areas where they had concerns about how others see them. These statements were made in such a way as they could be answered "true" or "false". The student had an option of making a truthful statement or deliberately making a false one.
3. A group facilitator helped the process by giving several examples such as "I worry about my looks, " or "I am a selfish person," or "Money is not important to me."
4. One of the students was asked to make a statement about himself/herself without indicating whether the statement was true or false and why they felt that way.
5. After each of the group members reacted, the student simply said, "Thank you" and did not indicate whether the statement was true or false.
6. The process was repeated until each of the group members had made several statements about himself/herself.

Evaluation

This exercise provided the students with an opportunity for receiving feedback from other students while still keeping a certain degree of safety. It was a popular activity that students felt very good about. I'm sure this activity developed a lot of inward soul-searching and self-exploration.

Week 9 Structured, Positive Feedback

Activity: "Accentuate the Positive" (Lindberg & Bartell, 1970, p.21)

Material needed
Copies of "Accentuate the Positive"

Procedure

1. Students were asked to select partners. It was suggested that it might be best if they chose someone they already knew and felt comfortable with, someone they would really like to get to know.
2. Each student was given a copy of "Accentuate the Positive."
3. A facilitator gave a short talk on the need to focus on the positive.

ACCENTUATE THE POSITIVE

I. FOCUSING ON YOU

Share with your partner the following:

A. Positive personal attributes

1. two physical qualities I like in myself
2. three personality qualities I like in myself
3. one talent or skill I like in myself

Have your partner share the same with you.

* * * * * * * * * * * * * * * * * *

Share with your partner the following:

B. The development of your positive self-concept through:

1. two most satisfying achievements
2. two most growth-producing relationships (meaningful, happiest, pleasurable)

Have your partner share the same with you.

* * * * * * * * * * * * * * * * * *

Share with your partner the following:

C. Present situation - I feel most positive about myself when:

1. I'm doing
2. I'm with
3. I'm at

Have your partner share the same with you.

* * * * * * * * * * * * * * * * * *

Share with your partner the following:

D. Create a situation (in fantasy) in which you are at your best.

Have your partner share the same with you.

II. FOCUSING ON YOUR PARTNER

Share with your partner the following:

A. 1. One physical feature that he has that you really like.
   2. One personality trait that he has that you really like.
   3. One talent or skill that he has that you really like.

Have your partner share the same with you.

* * * * * * * * * * * * * * * * *

Share with your partner the following:

B. A fantasy you have about him being at his best.

1.
2.

Have your partner share the same with you.

* * * * * * * * * * * * * * * * *

Share with your partner the following:

C. One positive thing that you are feeling toward him right now.

Have your partner share the same with you.

* * * * * * * * * * * * * * * * *

D. Record your feelings, your thoughts, your memories and your partner's feedback from these experiences. Keep for good reading on a "bummer" day.

(Lindberg and Bartell, 1970)

4. Halfway through the alloted time a facilitator requested that if they had not already done so, the students should go on to the second part.

Evaluation

This activity gave the youngsters a structured method for giving and receiving positive feedback. It was a truly beautiful experience that gave the students a sense of euphoria. This was a neat activity - the kids only commented on positive things rather than negative things. They really approved of this activity and seemed to project themselves well.

Week 10 Values - What Each Person Learned

Activity: "Personal Coat of Arms" (Simon et al; 1972, pp. 278-280)

Material needed

Handout, pencil or pen

Procedure

1. Passed out handout (Coat of Arms) to students.
2. The students answered questions by drawing, in the appropriate area on his coat of arms, a picture, design or symbol. The questions regarded personal and family achievements, what constituted happiness and failure, and what you would like to do and say if you knew you only had a year to live.
3. The students then shared, in small groups, the drawings on their Coats of Arms, and explained the signifigance of the symbols.

Evaluation

The students enjoyed the activity and felt that they benefited from participating. There was some objection to the fact that they had to draw rather than state what they meant in words. They seemed to be frustrated because of a feeling of inadequacy in art talent. The activity could be changed to allow the students to do this. The follow-up discussion accompanying this activity seemed to be the most rewarding part of the activity.

Activity: "I Learned Statements" (Simon et al, 1972, pp. 163-165)

Material needed

Paper and pencil

Procedure

1. After a values activity or discussion, the students

were asked to think a minute about what they have just learned or re-learned about themselves or their values.
2. The students were then asked to write ten "I learned that I" . . . statements.
3. They were asked to share with the group one or more of their feelings.
4. The students were not called on, but volunteered to speak whenever they felt comfortable about it.

Evaluation

This was a good wrap-up activity to follow many other group activities. Students were able to evaluate their reactions to activities and really see what they were feeling or what new things they had learned about themselves, their values and others.

Activity: Final Group Evaluation

Materials needed

Group Evaluation, student sheet.

Procedure

1. The Group Evaluation by student sheet was handed out during Week 10. Some remarks about the total program were made to recultivate ideas and to initiate a critical review of total group procedure.
2. The students asked questions about the evaluation forms.
3. The need to return the questionnaires as soon as possible was emphasized.

Week 11 Interest Survey

Activity: Kuder Interest Survey

Materials needed

Kuder Interest Survey-Form E, backing, pin.

Procedure

1. A Kuder Interest Survey, backing paper piece and pin was given to each student.
2. What Kuder is and what it reflects about the person taking it was explained.
3. The instructions for taking the survey were read and questions were answered.
4. Ample time was allowed for each student to complete the survey. There was no time limit.
5. When all students had finished, the self-scoring procedure was explained and the students scored their surveys.
6. When each student had completed the scoring, the facili-

tator helped him/her to fill out the appropriate profile section at the back of the test booklet.

Evaluation

The students received the Kuder well. They seemed to feel a need to know their own interests and to understand how these interests might relate to job or vocation selection. The students were able to take and score the inventory themselves with a brief explanation and a small amount of assistance from the facilitator. The Kuder seemed to be a good instrument to use, since the student got immediate feedback on his/her results (they can be self scored).

Activity: Kuder Keys

Materials needed

Kuder results for each student,
Famous Chart (1971)
Dictionary of Occupational Titles (1965-66)
Occupational Experience Kit (1971-72)
Occupational Viewdeck (1971-72)
Kuder "Keys" (Films)

Procedure

1. The Famous Chart was used to help students evaluate what occupations and professions were available in the areas in which they showed an interest on the Kuder.
2. The D.O.T., OEK, and Viewdeck were instructed in their use.
3. The students individually used the materials to research occupations in the categories of particular interest to them on the Kuder-E.
4. Kuder Keys are ten filmstrips, one on each of the ten different interest areas of the Kuder. These filmstrips were shown to the students.

Note

At this last meeting the facilitator encouraged the students to make an appointment to share their personal feelings and recommendations regarding this total group experience with him/her.

Evaluation

The students were interested in utilizing the results of their Kuder Interest Inventories. They enjoyed the filmstrips and evaluated their own Kuder by using the Famous Chart, Viewdeck, D.O.T. and O.E.K. The students were self-motivated toward researching occupations and vocations which appeared to be within their interest ranges as established by the Kuder-E.

GROUP EVALUATION BY STUDENT

I would greatly appreciate it if you would take the time to give me feedback from how you felt our small group counseling went for the thirteen weeks. I can take your ideas and develop an interesting, informative, and practical course. I need your honest evaluation. You need not give your name on the paper so your responses will remain confidential. Please return this evaluation as soon as possible. As a follow-up, I encourage you to make an appointment with me during the week of February 9 thru February 13. Please return the evaluation to my office as soon as possible.

---

1. Did you feel as though you learned anything about yourself?
2. If so, what specific things did you learn?
3. Approximately how many group meetings did you attend?
4. Would you like to have been able to attend more of the meetings?
5. What were some of the typical reactions of your teachers when you asked them to go to group?
6. Did anyone say you were "strange" or "different" when you asked to go to group?
7. Did you tell your friends about our groups?
8. What were the reactions of your friends regarding group?
9. Have you shared some of our activities with your parents?
10. What were your general impressions of our group?
11. Which of our activities did you learn the most about yourself from?
12. Which activity do you feel we could have left out of our program?

13. If a one-semester class were offered would you consider taking it in the fall or spring next year if you were given elective credit?

14. What types of things do you feel could be added to the class to make it beneficial to students?

15. Any comments or other suggestions?

Thanks,

Chuck Holman

P.S. Return as soon as possible to my office. Thanks for a great 13 weeks.

16. Parents Comments:

(Holman, 1976)

Evaluation - Future Endeavors

The three counselors concerned felt that the program was a definite success. Our evaluations came from students, parents, and teachers.

Students chose one of two ways of giving us feedback. They could evaluate the program in group (written or orally), or in a scheduled conference with their counselor.

Our purpose was to make students aware of themselves as distinct individuals and give them a smithering of career and occupational information. In addition, we felt as though we paved the way for further exploration.

The evaluations we have received from all parties concerned seemed to go along with our purpose. We felt that the students felt good about their experiences. The biggest student concern was the fact that they felt our program was too short. Many wanted to continue into the second semester, but because our department did not lend itself to such an arrangement, it was almost impossible. One of the results of the students' evaluations was the fact that we are now exploring the possibility of offering a two quarter class for credit in value clarification and career exploration though the guidance and counseling department at Sahuaro High School. The kids who gave us feedback feel that such a course would be great. The course would be facilitated by one of the counselors or several counselors depending upon availability and time. In this way, we assume that we would meet more of the needs of students.

Our attendance figures were very accurate and the results show that roughly seventy per cent of the kids scheduled for each group experience made it. We felt this was excellent since kids had to get permission from their teachers and make-up missed work. In other words, the responsibility for making it to group belonged to the individual student. We thought that they handled the resonsibility well. Had they wished not to continue with the group they would not have showed up at our group meetings. During the course of the semester, only four people dropped out all for personal reasons.

In addition to the evaluations of the students who participated in our groups, Sahuaro High School's Guidance and Counseling Department administered a Student Needs Survey to see what things students felt they needed more of. Of the 349 students in the random sample tested, sixty-five per cent felt that they needed to know more about life and career planning. Of all students, this was the number one priority. In order to fulfill this need the Counseling and Guidance Department is in the process of making some necessary changes.

Chuck Holman is coordinating efforts for a career-life center, which can play a tremendous part in meeting the needs of our students. The career-life center concept is designed to offer something to all students - non-college bound as well as college bound. The center will offer mini-courses in assorted subjects to help all students. Its focus will definitely be total, trying to reach all students.

In conclusion, our small, communication skill groups plus our Student Needs Survey clearly indicated the need for more career, occupational, and life planning. Our department will endeavor to make such changes. We are in the transition stage at the present time. Sahuaro High School will have a Career-Life Center in operation by August 15, 1976.

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INTRODUCTION OF STUDENTS AND PARENTS TO A PROJECT IN VOCATIONAL DECISION-MAKING

Eleanor Ann Kraft
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Career Guidance Project

Introduction of Student and Parents to a Project in Vocational Decision-Making

Introduction

Canyon Del Oro High School was located on the Northwest side of Tucson in a community which includes upper-middle, middle, and low income brackets. Aproximately 80 per cent were upper-middle, 10 per-cent middle and another 10 per-cent low-income families.

The students at Canyon Del Oro High School had an ethnic mix of approximately:

	White	Black	Spanish	Oriental	Indian	Other
Freshman	314	1	12	20	1	2
Sophomore	359	6	24	2	1	1
Junior	343	2	15	2		
Senior	304	1	19			2

The functional plan of the school facilities in which the students spend a majority of their time is an open concept having a campus and individual buildings for various activities.

Purpose of Program

This structure was designed to help students make realistic plans and to teach them to live in harmony with others in society. This was in part accomplished by providing a structured course in leadership training for both students and parents such that they might increase their skills in the process of human relations and decision making. These role playing experiences were intended to apply to real life situations and future planning. The long range goal was such a way that the results would follow a logical pattern.

Organization

Selection/Recruitment

The students were pre-selected from a course currently being held in Personal Growth and Development. The students were unique in that all had demonstrated some problem. The smoking of marijuana, conflicts with parents, conflicts with school rules, plus motivational and awareness difficulties in solving these situations were some notable examples.

Parents were pre-selected from the two student control groups and were contacted by letter and then by phone.

Pre-group contact

Contact consisted in consulting with the counselor who taught the course in Personal Growth and Development, Mr. Lowell Deweerd.

Time, duration and location of group

The student's group began on February 3, 1976, and continued until April 20, 1976. Approximately 15 students were involved in each group. The parental group began on March 4, 1976. The last two sessions of parental meeting included the students such that both were able to partake in some interactive role playing experiences.

Additional Staff

The staff consisted of the writer, who was a consultant employed by the Pima County Career Development Guidance Project, and a counselor from a local high school, Mr. Lowell Deweerd. The consultant was responsible for the course and the counselor teamed with the consultant on Life Planning Center, was involved with the parental area. These experiences provided on the job training for the counselor and career specialist so that in the future they would be able to conduct such activities independantly.

Student Course Description:

Focus on lifestyle: (interests, abilities, and value systems.) An outline of the decision making process, including examples of communications in human relations and examples from personal, parental and work situations.

Session 1 February 3, 1976

Introduction of people and proceedures including some basic explanation.

Projection technique - Need to Be. (Success Motivation Institute, Inc., 1973)

Session 2 February 10, 1976

Three different fantasies; weakness-strength of each noted.

Interests in a Fishbowl. (Career Developmental Guidance Project, 1973) Discussion begins first.

Session 3 February 17, 1976

Needs assessment, what had we been doing and where would we go from here.

Seven Lifestyles (handout) What Do I Value (handout), assessment process (Department of Counseling and Guidance, University of Arizona, 1973.)

Session 4 February 24, 1976

Evaluation of the two handouts from February 17, 1976. Small group discussion.

Appropriate speakers solicited from the Tucson Community.

Shadowing contracts--explaination of contracts and procedures (Life Planning Center, Canyon Del Oro High School, 1973)

Field trips: A discussion of the field trips proposed.

Session 5 March 2, 1976

Field trip scheduled for group 1.

Other students continued to discuss lifestyle, exploration of self, lifestyles, values.

Session 6 March 9, 1976

Tucson International control Tower field trip scheduled for Group 2, other students began some gaming activities.

Role playing: demonstration preceeded member participation.

Session 7 March 30, 1976

Decision Making.

Activities included gaming and role playing.

Session 8 April 6, 1976

Some discussion of Parental Model class which students attended on April 1, 1976.

Other students assessed Personal Qualities Checklist (Bartsch, Yost, and Girrell, 1976) Self-actualization work exercise (Valett, 1974).

Gaming activities that were work orientated and role playing experiences.

Each student in the class must role play two different situations with another student or students.

Session 9 April 13, 1976

Combined material on decision making process with: values and role play decision. Described the value system they modeled. Utilized seven lifestyles

Modeled the role playing situations and finished the contract.

Session 10 April 20, 1976

Assessment of Need to Be and Need to Excel (Success Motivation Institute, Inc., 1973).

How did the course affect any of your communication skills and did you discover something about yourself that you did not previously know? Were they more in touch with themselves now then when they began?

Evaluate course: What were their immediate goals and long range goals, how had their goals been influenced by the program? (Kraft, 1976)

Parent Course

Session 1

Introduction: March 4, 1976

Name game, one name expressing you as a person.

The Need to Excel (Success Motivation Institute, Inc., 1973), assessment.

Session 2 Decision Making Packet: March 11, 1976

Role playing one of the five steps in Decision Making.
stimulated activities or games related to 5 steps.
The "O.K. Corral" diagram explained.
Explanation of positions, p. 90, 91, 92. The People Book (James and Jongeward, 1975). Parent, Child, and Adult.
Structural Analysis p. 21, 22. Exercise in Parent Ego State, p. 26, 28. Exercise in Child Ego State, p. 38, 39. Exercise in Adult Ego State, p. 32, 33, 34. (James & Jongeward, 1975.)

Session 3 Role Playing: March 25

The Psychological Games p. 113-116 also, p. 120, 121, 122, 126, 127, 128. Role Play the game on p. 117. Take factors of Decision Making material (Industrial Relations Center, University of Chicago, 1968) and relate them to an I'm O.K. you're O.K. game

Session 4 Role Play April 1

Role play problem solving techniques in decision making process and try to identify categories of decisions: what kinds of values (identify) were present during these transactions. What Do I Value handout (Dept. of Counseling and Guidance, University of Arizona, 1970).

Session 5 Students and parents April 15

Evaluation of Personal Qualities checklist, (Bartsch, et al, 1976).

A Placement Bureau mock interview was scheduled.

Session 6 Evaluation and reassessment of 5 and 10 year projections for students and parents, April 22.

Where were you than and where did you want to be in 5 to 10 years.
Evaluation sheet accompanied projections (Kraft, 1976).
Course effectiveness-evaluation writeup.
Group Discussion.
Exercise in Self-Renewal
regular rest, sleep and relaxation.

1) Active exercise examples
2) Practice of body, muscle and breath control.
3) Meditation, contemplation of objects, rocks, plants, music, pictures, candle flame, precious stones.

EVALUATION OF COURSE (Students)

1. Do you think that you learned anything about yourself, your responses to other people, your communication abilities, by attending these sessions: (Yes, no and comments)____

2. How would you rate this course overall:

1	excellent
2	
3	good
4	
5	fair

COMMENTS:____

3. If the course was structured differently, what are some ways which would be effective in implementing these materials other than what occurred?____

4. Did the course meet with your expectations? Yes____No____. What were some of the effective activities?

What were some of the least effective activities?____

EVALUATION OF MATERIALS AND COURSE (Parental)

1. A Need to Excel

What were some of the most helpful statements or questions that you answered. List the statements or questions that were most helpful to you on this activity.

2. What were the least helpful statements or questions on the needs assessment.

3. How would you describe the total activity both positively and negatively.

4. Do you think the I'm O.K. You're O.K. materials are applicable to your life and helpful in responding to your children?

5. What sections need to be changed? ____________________

____

____

____

____

6. If you were to rate the class in terms of materials and course content how would you describe those two aspects of the course? ________

____

____

____

____

Overall rating of class sessions in terms of dialogue, responses, information, etc.

1	excellent
2	
3	good
4	
5	fair

COMMENTS: ______________________________________

____

____

Describe any differences or inconsistencies with the way you think communication processes should occur with your children and were not acted upon in this course: ____________________

____

____

____

____

GRACE H. FLANDRA PLANETARIUM
UNIVERSITY OF ARIZONA

This is a list of the displays and paintings located in the Planetarium.

Select five (5) of the displays or paintings listed and write a summary of what you learned from seeing these activities.

DISPLAYS AND PAINTINGS

1. The Mural describing man's struggles to understand the Universe depicted by an artist and scientist.

2. The William K. Hartman paintings.

3. The Stone collection Irons and Stones
   Falls with Craters
   Carbonaceous Chrondites

4. The Planet Mercury

5. Dust Storm on Mars

6. Jupiter

7. The Moon Lunar Landing Sites
   Back side of Moon
   Surveyor 3 April 19, 1967

8. The New Fantastic Laser Art
   Laser Photography
   Laser Art in Industry
   Laser Detection of Fraud Painting
   Laser Art in Industry

9. Paintings by Chesley Bonestell

10. Solar Image (sunspots)

11. A Model of the Pioneer Spacecraft
    Pioneer 10 Pioneer 11
    Major components of the Spacecraft

11. The Milky Way Galaxy
    Four Nebulas

12. Southern Milky Way
    How is it Shaped?

13. Mirrors Converge - Diverge
Convex - Concave
Refraction
Reflection

14. Evening Sky Planetarium
What planets and stars are shining over Tucson tonight

15. Polarized Light

16. In the Beginning

17. The French Telescope

18. The Multiple Mirror Telescope

19. Spectra

20. X-Rays

21. Ultraviolet

22. Diffraction

23. Refraction

24. Electromagnetic Radiation, Infrared Radiation, Radio Waves

25. Telescopes

Summarize the five displays or paintings you found most interesting and write a short detailed description of what you learned from these activities.

1.

2.

3.

4.

5.

Signature

References

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Seven Lifestyles. Department of Counseling and Guidance, University of Arizona, 1973.

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Valett, R. Self-Actualization. Niles, Ill.: Argus Communications, 1974.

What Do I Value. Department of Counseling and Guidance, University of Arizona, 1970.

FIELD TEST OF A CAREER
DECISION MAKING DESIGN
FOR HIGH SCHOOL STUDENTS
ANTICIPATING CAREER CHOICES

Lawrence Solomon

Guidance Counselor

Al Cook

Vocational and Career Education

Flowing Wells High School

Field Test of a Career
Decision Making Design
for High School Students
Anticipating Career Choices

To fulfill the requirements of the class - Vocational Decision Making conducted by Dr. E. Yost, Professor in Counseling and Guidance at the University of Arizona this field test document is presented by Mr. Al Cook and Mr. Larry Solomon. The purpose of this document, is to present the results of a field test prototype model on vocational decision making.

Preliminary outline for the decision making model (herein called workshop) was developed and submitted for project approval in February, 1976. (1) Approval being secured, the workshop began in March, 1976 and was completed by mid April.

The workshop was conducted in four, one-day sessions with a total of approximately 16 student contact hours. The purpose of each workshop session is explained in their respective areas in this document. A brief conclusion is included after the description of each workshop session, with summary and recommendations completing the major context. An appendix including descriptions and/or samples of materials used is provided to assist others who may wish to conduct similar workshops.

Introduction

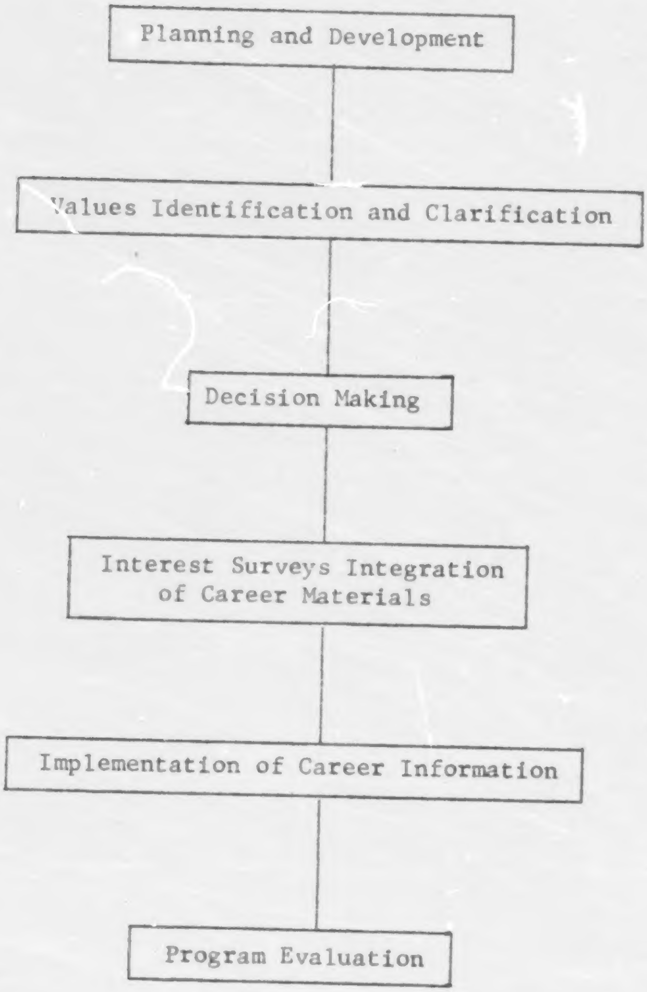
Flowing Wells High School was a medium sized suburban school located just within the city limits of Tucson, Arizona. A total of 1,257 students in grades 9-12 comprised the student body. The ethnic composition was approximately 94% Anglo, 3% Mexican-American, 2% Oriental, and 1% other minorities. Approximately 40% of the Flowing Wells graduates usually continued on to higher education; one-half to junior colleges. The predominant socio-economic structure of the Flowing Wells district was middle to lower-middle class. The transient rate was 20% per year due to student mobility.

Purpose of program

The purpose of the program was to field test a prototype model of career decision-making with sophomore and senior high school students who were identified as needing career information.

Workshop Design

Flow Chart Model


Planning and Development
Values Identification and Clarification
Decision Making
Interest Surveys Integration of Career Materials
Implementation of Career Information
Program Evaluation

Organization

Selection and recruitment

Sixty students were contacted by a high school guidance counselor. These students consisted of those Sophomores and Seniors who showed an interest in securing career information in a group setting.

Twenty-six students were selected from an initial group of sixty based on following criteria:

1) Interest in obtaining career information.
2) Interest in working in small groups.
3) Academic standing, i.e., passing all courses and good attendance.
4) Ability of students to attend workshop sessions, i.e., no conflicts with extra-curricular or work activities.

During the follow-up screening session the counselor, six students changed their minds about participating for the following reasons:

1) Students could not afford to miss four days of school.
2) Some students had change of heart when their close friends did not get involved.

Time, duration, and location

Each session took place away from the school campus in a pleasant, open, non-distracting, relaxed atmosphere. The meeting room of a neighborhood church was secured for the workshop. Students and group leaders brought their lunches with them. Transportation was provided by the school, the counselor, and students. The meeting place was approximately two miles from school.

Description of staff

The workshops were conducted by a male high school guidance counselor and a male coordinator for career and vocational education.

Methods and materials

Workshop Session I

Purpose: To allow students to identify and clarify their own personal and work values.

Ten workshop participants (comprised of four girls and six boys) showed up at departure time (9:30) one Thursday morning. The other ten workshop participants who did not attend, but had shown interest and commitment, were contacted at the conclusion of session I. The reasons for their last minute change of mind will be discussed in more detail in the summary section of this project.

The workshop began with everyone seated in circle fashion or stretched out on the carpeted floor. The students introduced themselves and briefly explained why they were there and what they expected to gain from the experience. The workshop activities consisted of the following:

1) Self-Appraisal Wheel (Cook and Solomon, 1976)
2) Values auction game (Cook and Solomon, 1976)
3) What Do I Value? (Counseling & Guidance, U of A, 1970)
4) Value Inventory Rating Sheet (Counseling & Guidance, U of A)

The workshop finished at 1:45 p.m. with students at varying degrees of completion on the last three activities. Three students elected to take the materials with them and bring them back completed at the next workshop. The other students felt better about not completing the activities until the next workshop.

Conclusion:

The students seemed to enjoy all activities, but some had different expectations about the workshop. Their expectations related more to specific information concerning jobs; where to find them, and/or being told what jobs they should seek. However, after the workshop, some students reflected they had gained a better understanding of why it is important to become aware of one's personal values prior to job selection. The workshop leaders felt that the goal for Session I was attained.

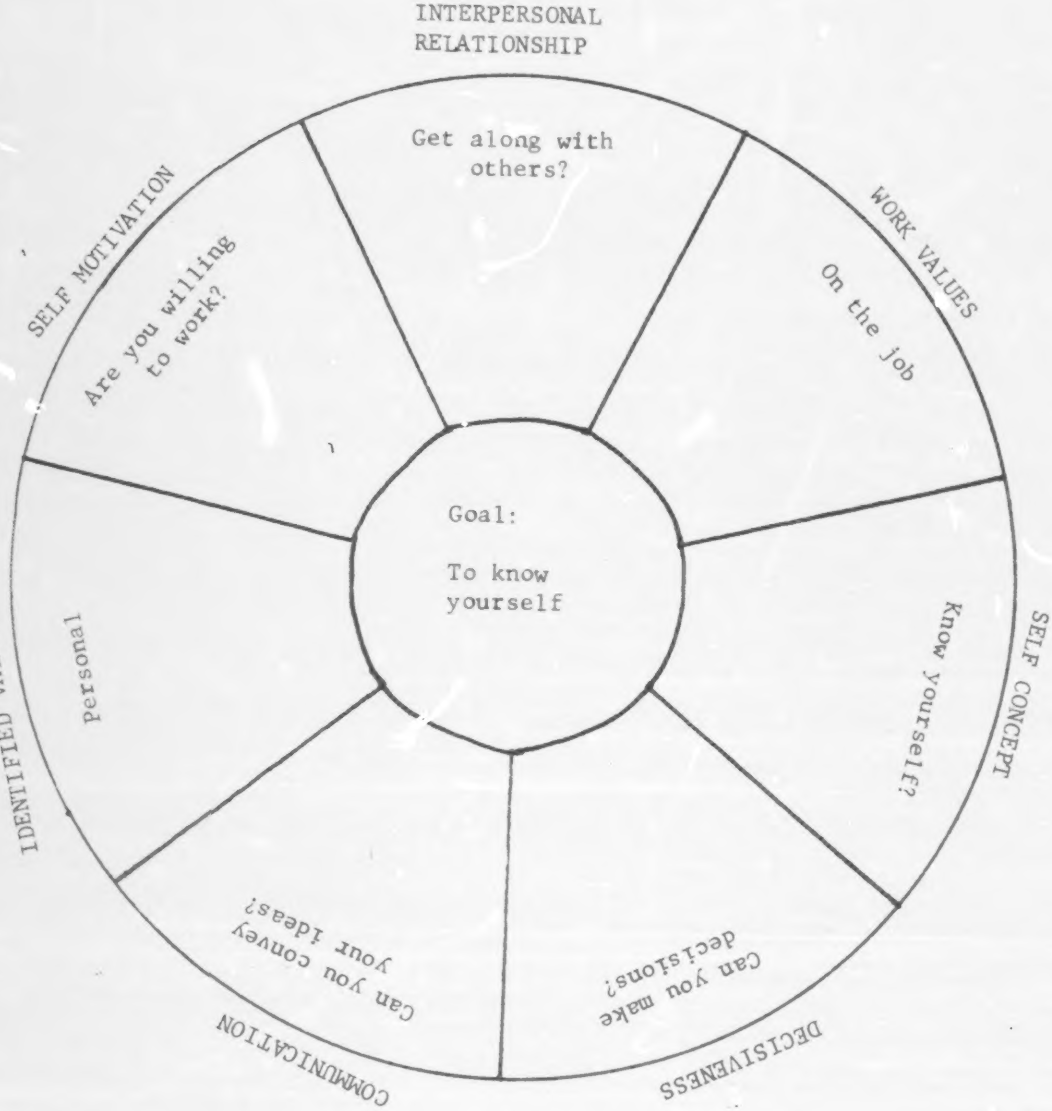
Workshop Session II

Purpose: To enhance students' abilities to make decisions.

Monday following the first workshop, the second career workshop was held. Five of the original student group members plus one additional senior boy attended this session. Four other students did not participate because of time conflicts. The tenth student decided not to continue the workshops for various reasons. This student seemed to lack interest in gaining insight into himself and improving his decision-making skills. He displayed lack of self-confidence through his introverted mannerisms during the first workshop. He lost interest because of the reasons that were previously mentioned - this student's expectations from the first workshop for specific job information were not realized.

This session of the workshop was conducted by the Career and Vocational Education Coordinator. Activities for the day began with completion

SELF-ASSESSMENT


INTERPERSONAL RELATIONSHIP
Get along with others?
WORK VALUES
On the job
SELF CONCEPT
Know yourself?
DECISIVENESS
Can you make decisions?
COMMUNICATION
Can you convey your ideas?
IDENTIFIED VALUES
Personal
SELF MOTIVATION
Are you willing to work?
Goal:
To know yourself

AUCTION VALUES

1. Have a happy marriage
2. A friend (for life)
3. A lifetime job
4. Wild card
5. 100 years of good health
6. Economic security
7. Read the thoughts of others
8. Go back in time
9. Forsee the future
10. All the food to eat (gain on weight)
11. 100 times the amount after this bid.
12. Discover cure for cancer or heart disease
13. Leader in your field
14. Write a best seller (novel)
15. New motorcycle and car
16. "A" grades in any subject providing a diploma
17. Athletic ability of a superstar
18. Automatic Theme or Term Paper writing machine
19. Eternal youth
20. Eternal happiness
21. Two houses any location
22. Trip to anywhere
23. Go steady with someone as handsome or as pretty as yourself
24. Artist whose paintings, music, etc. become famous (sometime in future)

1. Power
2. Prestige or Esteem
3. Money
4. Health
5. Security
6. Ease
7. Adventure

Auction Values, cont.

25. Achieve ultimate skill in field of your choice

26. Unlimited snow cones and cotton candy (until you leave school)

27. Manipulation of other people for personal gain

(Cook & Solomon, 1976)

Career Education Auction

1. Do you think you paid a fair price for your value?
2. Did you like the bidding situation and the competition?
3. Did you do something while bidding that you wouldn't normally do? What?
4. Did you bid on something because others valued (and were bidding on it?)
5. How did you feel when someone else got the value you wanted?
6. Did you change your value after your #1 choice was taken by someone else?
7. Would you trade in your pruchased value now for something else if you could get it?
8. If you didn't bid at all, what was your reason?
9. Do those of you who saved their money until the end think they got their money's worth by waiting?
10. If you bid on several items, were they the same sort of things for example, money, power, material goods, etc?
11. Relate your value to yourself, that is, do you think the value you bought says something about the kind of person you are?
12. What did you discover about your own values?

(Cook & Solomon, 1976)

WHAT DO I VALUE

DIRECTIONS:

1. Read through the entire list. This is not a semantics exercise, so feel free to cross out the descriptive words in parentheses that have no meaning to you. Insert others if you wish.
2. Circle each item's level of importance to you.
3. After completing item 2 above, pick out and list in the spaces provided the five items that are most important to you, and the five items that are least important to you.

ACHIEVEMENT - (accomplishment, results brought about by resolve, persistence or endeavor)

Not very important Important Very important

AESTHETIC - (the appreciation and enjoyment of beauty for beauty's sake, in the arts and in nature)

Not very important Important Very important

ALTRUISM - (regard for or devotion to the interest of others service to others)

Not very important Important Very important

AUTONOMY - (the ability to be a self-determining individual; personal freedom, making own choices)

Not very important Important Very important

CREATIVE - (the creating of new ideas and designs: being innovative)

Not very important Important Very important

EMOTIONAL WELL-BEING (peace of mind, inner security; ability to recognize and handle inner conflicts)

Not very important Important Very important

HEALTH - (the condition of being sound in body)

Not very important Important Very important

HONESTY - (being frank and genuinely yourself with everyone)

Not very important Important Very important

JUSTICE - (treating others fairly or impartially; conforming to truth, fact or reason)

Not very important   Important   Very important

KNOWLEDGE - (seeking truth, information, or principles for the satisfaction of curiosity)

Not very important   Important   Very important

LOVE - (warmth, caring; unselfish devotion that freely accepts another in loyalty and seeks his good)

Not very important   Important   Very important

LOYALTY - (maintaining allegiance to a person, group, or institution)

Not very important   Important   Very important

MORALITY - (believing and keeping ethical standards; personal honor, integrity)

Not very important   Important   Very important

PHYSICAL APPEARANCE - (concern for one's attractiveness; being neat, clean well-groomed)

Not very important   Important   Very important

PLEASURE - (satisfaction, gratification, fun, joy)

Not very important   Important   Very important

POWER - (possession of control, authority, or influence over others)

Not very important   Important   Very important

RECOGNITION - (being important, well-liked, accepted)

Not very important   Important   Very important

RELIGION - (having a religious belief; being in relationship with God)

Not very important   Important   Very important

SKILL - (being able to use one's knowledge effectively; being good at doing something important to me or to others)

Not very important   Important   Very important

WEALTH - (having many possessions and plenty of money for the things I want)

Not very important Important Very important

WISDOM - (having mature understanding, insight, good sense, and judgment)

Not very important Important Very important

VALUE INVENTORY RATING SHEET

Each item contains a group characteristic. In each grouping you are to rate the value you place on each characteristic. In front of each characteristic you are to place a number from 1, the characteristic you value the most in the grouping, to 5, the characteristic you value the least. Be sure you place a number from 1 to 5 in front of each characteristic, but you must give a different rating to each characteristic named in the group of five.

1. ( ) Achievement
( ) Altruism
( ) Justice
( ) Religious Faith
( ) Wealth

2. ( ) Altruism
( ) Autonomy
( ) Loyalty
( ) Power
( ) Recognition

3. ( ) Creativity
( ) Love
( ) Pleasure
( ) Recognition
( ) Wealth

4. ( ) Aesthetics
( ) Justice
( ) Pleasure
( ) Power
( ) Wisdom

5. ( ) Altruism
( ) Honesty
( ) Love
( ) Physical Appearance
( ) Wisdom

6. ( ) Achievement
( ) Aesthetics
( ) Health
( ) Honesty
( ) Recognition

7. ( ) Achievement
( ) Autonomy
( ) Physical Appearance
( ) Pleasure
( ) Skill

8. ( ) Autonomy
( ) Emotional Well-Being
( ) Health
( ) Wealth
( ) Wisdom

9. ( ) Honesty
( ) Knowledge
( ) Power
( ) Skill
( ) Wealth

10. ( ) Achievement
( ) Emotional Well-Being
( ) Love
( ) Morality
( ) Power

11. ( ) Aesthetics
( ) Autonomy
( ) Knowledge
( ) Love
( ) Religious Faith

12. ( ) Aesthetics
( ) Loyalty
( ) Morality
( ) Physical Appearance
( ) Wealth

13. ( ) Creativity
( ) Health
( ) Physical Appearance
( ) Power
( ) Religious Faith

14. ( ) Health
( ) Justice
( ) Love
( ) Loyalty
( ) Skill

15. ( ) Aesthetics
    ( ) Altruism
    ( ) Creativity
    ( ) Emotional Well-Being
    ( ) Skill

16. ( ) Emotional Well-Being
    ( ) Justice
    ( ) Knowledge
    ( ) Physical Appearance
    ( ) Recognition

17. ( ) Altruism
    ( ) Health
    ( ) Knowledge
    ( ) Morality
    ( ) Pleasure

18. ( ) Morality
    ( ) Recognition
    ( ) Religious Faith
    ( ) Skill
    ( ) Wisdom

19. ( ) Emotional Well-Being
    ( ) Honesty
    ( ) Loyalty
    ( ) Pleasure
    ( ) Religious Faith

20. ( ) Achievement
    ( ) Creativity
    ( ) Knowledge
    ( ) Loyalty
    ( ) Wisdom

21. ( ) Autonomy
    ( ) Creativity
    ( ) Honesty
    ( ) Justice
    ( ) Morality

VALUE INVENTORY RATING SHEET SUMMARY

To summarize the results of the previous exercise, enter the numbers you recorded (for the first set of five) in the first box for each of those five values below. Each value occurs five times, so when you are through recording all 21 sets of five, you will have five entries for each value. Add those five numbers across. The "Totals" column will then give you some idea of the respective weights you give to the values involved. Remember, the lower the number in the "Totals" column, the higher that value ranks in your priorities.

1. Achievement						
2. Aesthetics						
3. Altruism						
4. Autonomy						
5. Creativity						
6. Emotional Well-Being						
7. Health						
8. Honesty						
9. Justice						
10. Knowledge						
11. Love						
12. Loyalty						
13. Morality						
14. Physical Appearance						
15. Pleasure						
16. Power						
17. Recognition						
18. Religious Faith						
19. Skill						
20. Wealth						
21. Wisdom						

VALUE INVENTORY RATING SHEET

After completing the Rating Sheet Summary, use this form to reorganize the items in a consecutive ranking - number one through twenty.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________
11. ____________________
12. ____________________
13. ____________________
14. ____________________
15. ____________________
16. ____________________
17. ____________________
18. ____________________
19. ____________________
20. ____________________

of the materials from Workshop I by all but two students. These two students were given the California Occupational Preference Survey (COPS). The new workshop participant needed reference materials concerning occupational interest patterns, since he had not taken the Kuder DD. The other student was administered the (COPS) because she had completed all other materials. This student was also a fast reader and assisted the leader by helping score and profile the surveys.

Decision making activities used in this workshop included:

1) The Labeling Game (simulated stereotyping)
2) California Occupational Preference Survey
3) Reasons for Not Acting on Decisions (Bartsch, Yost, & Girrell, 1976)
4) Decision Making Grid (Bartsch et al, 1976)
5) Observing Your Reactions (Bartsch et al, 1976)

Students felt secure and knowledgeable in this area as compared to values information. The consensus of the participants was that decision-making is not difficult if adequate information is first acquired.

Conclusion:

This section of the workshop model could be integrated into another session. Decision-making is already an integral part of each of the previous activities used.

Workshop Session III

Purpose: To expose students to different ways of securing career information pertinent to their needs.

The Kuder DD Occupational Interest Survey (1966) individual printouts were distributed and interpreted for each student by the two workshop leaders. Information pertaining to everyone concerning various aspects on how to best utilize the information was discussed, first with the entire group and then on an individual basis. The Kuder manual was used for specific reference.

Application of information from the Kuder was used by each student in identifying his/her highest areas of interest. These high areas were integrated into different occupational resource materials which included:

1) SRA Occupational Exploration Kit
2) SRA Work Occupational Research Kit
3) U.S. Army Career and Education Information Center Kit
4) Dictionary of Occupational Titles Volume I & II
5) Occupational Outlook Handbook
6) Arizona Occupational Briefs 1973

7) Chronicle Guidance Publications - Guide to Four Year College Majors, 1975-76
8) Chronicle Guidance Publications - Guide to Two Year College Majors & Career 1975-76

Utilizing those skills and applying information obtained from workshops I and II, each student determined for himself/herself what he/she would consider was his/her top three career choice clusters. From these clusters one or more jobs were selected to do more in depth study on the parameters pertaining to those areas. Each student completed an occupational study guide which directed them into an outline form of pertinent information for their own quick reference. These briefs acted as a catalyst to stimulate the student's thinking along the lines of occupational selection through job discrimination. Workshop activities consisted of the following:

1) Kuder DD Interpretive Leaflet (1974)
2) Occupational information search
3) Occupational Study Guide (Engle, 1975)
4) Your Job Interview

In preparation for the following workshop, which was to cover job interviewing, an introduction to this technique and a role playing session by the group leaders was conducted. Tips for improving interviewing skills were provided through:

1) Group dialogue on good and bad things to look for in interviews.
2) Review of printed materials on job interviewing.

Conclusion:

The workshop leaders felt that perhaps for the first time students had begun to realize the true values of those skills and components acquired through the activities utilized in the first two workshops. Also, students realized that future planning could be determined rather than happening by chance.

Workshop Session IV

Purpose: To provide students with some practical communicative skills in obtaining their future endeavors, i.e., job interviewing, college admission, etc....

Seven students participated in the fourth session. Six regular participants and one foreign exchange student who not only participated but shared information comparing his West Germany job situations with ours. Each student's first hour was involved in completing a job application form. The application forms were reviewed on the basis of today's equal employment opportunity laws. Points such as marital status, dependents, photographs, race, religion, physical information (height and weight) were discussed. Application forms were completed based on the job information received from the previous workshop, or in the case of one student an actual application form for Village Inn Pizza was used. Students were queried as to their responses, and shown how to tactfully approach "sticky" questions.

For the balance of the morning up until lunch, Mr. James Lenihan, Assistant Superintendent in charge of personnel services, conducted a lecture discussion, mock interview, and question and answer period. He distributed materials that he used for recruitment of personnel job application forms, and interview questions document.

Conclusion:

Students were most attentive and expressed that they gained a great deal of information concerning job applications and interviewing techniques. This session provided the most substantive material toward job implementation.

Students not only understood the materials better but some had immediate need and direct application for same.

The guest interviewer was very well received and even though his techniques wer those used for "white collar" jobs, he was able to relate his techniques to all types of jobs.

Workshop Evaluation:

A group discussion was held for the purpose of getting student feedback on what transpired at the career workshops. Many interesting comments came out from the students which included the following:

1) Most students enjoyed the workshop.
2) The workshop could have been improved if there were some more participants.
3) Some students felt that they missed too much class work.
4) Some students were penalized by their teachers for attending the workshop.
5) Students generally liked the activities in the workshop and felt that they were worthwhile.
6) Students did not want to be so far away from campus.

Summary

The workshop leaders feel that the vocational decision-making workshop was most successful for those students who participated in two or more of the sessions. Since the workshop was designed to be "open entry/exit," it afforded an opportunity for involvement according to student and school schedule and individual needs. The workshop was, however, developmental in nature with each session providing building blocks for constructing one's career plans which culminated into action planning, career selection, and job seeking skills.

A major goal of the workshop was to develop among students an awareness of the processes and availability of resources necessary in making career choices. This goal was definitely accomplished as workshop participants have begun to use the career library.

The workshop leaders feel that the following were highly successful aspects of the four sessions and will be utilized in other workshops to follow:

1) Values auction
2) Group discussions
3) Interest inventories
4) Activity games
5) Job applications
6) Job interviewing
7) Brown bag lunches (casual atmosphere)

Some of the constraints that affected the workshop participants and workshop atmosphere:

1) Imposed constraint limiting participants to sophomores and senior high school students who had identified needs for career information through group format.
2) The total number of students who would be permitted to participante in the workshop was set at 25.
3) Students who were suffering from low academic achievement and/or high absenteeism were screened out.
4) Students involved in extra curricular activities which posed conflicts with the workshop were screened out.

Some problem areas that the workshop leaders had not anticipated, but which had impact on the workshop included:

1) Some students did not want to be away from their regular routine and friends for one or more entire days.
2) Some students at this time of the school year could not afford to be out of their regular classes for one or more days.
3) Students became disinterested due to the fact that their expectations for employment were not met during the initial workshop.
4) Students developed problems with some of their regular classroom teachers due to their participation in the workshop.

Note: Some faculty members were hesitant to allow any students to participate in activities that take students away from their classes. The students verbally expressed this problem, but were not willing or were afraid to put it in writing on the evaluation form.

5) Scheduling the workshop at this time in the school year posed many problems due to conflicts with regular scheduled activities, i.e. pre-registration and standardized testing programs.
6) Due to the small number of workshop participants, the group interaction was inhibited.

Recommendations:

The workshop leaders, from their experiences during each session and the student evaluations, can recommend that a minimum of fifteen interested students on a volunteer basis would comprise the group (in order to be financially accountable by district standards) or, the materials could be integrated into each curriculum area by the classroom instructors with the assistance of the guidance department. Another possibility that exists is designing a nine week class from this workshop and integrated into the regular school program, which would include:

1) A longer amount of time be alloted to the activities and information utilized or,
2) fewer activities and less information presented to enable a better internalization period for each individual.

Additional planning time to facilitate audio-visual materials and guest speakers should be provided.

To reiterate the workshop leaders were confident that the goals of the workshop as a prototype were met, and that the students involved gained valuable knowledge towards developing a career decision-making process.

It is the intention of both leaders to present a proposal to initiate a nine week career course to the high school curriculum committee when they reconvene next school year.

The Label Game (Stereotyping)

Role Playing:

Characters and description:

Mr. or Ms. (Straight A's - Super hard worker)

No academic problems with school.
Does more than asked for.
Is in center of activities.
Called upon by teachers to do special things.
Always goes up and talks with teachers.

Mr. or Ms. (Barely Pass school - Hard worker)

Many problems with school.
Works very hard at school, but things don't turn out so well.
Sometimes loud and disruptive.
Goes out for sports but not very successful.
Working part time after school.

Mr. or Ms. (Bully)

Always criticizes others.
Quick to laugh and make fun of others problems or weakness.
Loud mouth and wants full attention.
Always in the center of activities.
May or may not have special abilities.

Mr. or Ms. (Nice)

Helps others - because wants to.
Not selfish or in love with self.
Never makes anyone mad.
Sometimes you wish to be like him.
Always in the center of activities.
Goes out for sports, but never outstanding athlete.

Mr. or Ms. (Super Jock)

Good in any and all sports.
Very popular in school.
Has dates with other popular students.
Is envied by other students.

Mr. or Ms. (Barely Pass School-Lazy)

Does just enough to get by.
Could make average or better grades if applied self.
Sometimes disruptive and loud.

Quick to criticize others and laugh at their problems.
Does not get involved in school activities except when he can be center of attention.

Each student had a tag pinned on his/her back. The tags consisted of a label and description of each character. No one knew what his/her label said. Each student was to react in two ways:

1) Treating the other participants according to their labels.
2) React to the other participants according to how he is being treated.

Settings

Two situations or role playing stages were set.

Party time (social)
Test time at school (professional)

Questions asked after the two 5 minute role playing sessions.

1. What types of jobs best suited for?
2. Values?
3. Probability of success?
4. Data - Things - People
5. Which one do you like best?
6. See anyone you know?
7. Why? People this way?
8. How change?

Time allotments for activity:

30-45 minutes

PERSONAL SUMMARY OCCUPATIONAL STUDY GUIDE

1. From the California Occupational Preference Survey I learned that my interest pattern was most like those people in: (Mark highest with a 1, second with a 2 and third highest with a 3.)

Science Professional	_____	Clerical	_____
Science Skilled	_____	Linguistic Professional	_____
Technical Professional	_____	Linguistic Skilled	_____
Technical Skilled	_____	Aesthetic Professional	_____
Outdoor	_____	Aesthetic Skilled	_____
Business Professional	_____	Service Professional	_____
Business Skilled	_____	Service Skilled	_____

2. I feel comfortable (A) _____
I do not feel comfortable (B) _____ with the jobs in the highest category of the C.O.P.S.

2A. Jobs in the high catefory that I feel might be for me are:

(1) ________________________________

(2) ________________________________

(3) ________________________________

2B. I actually feel I would like to work toward a career in:

(1) ________________________________

3. _____ I feel that my 4 year plan is OK and will help me get to the career I am interested in.
_____ I feel changes are needed in my 4 year plan.

_____ I am unsure of my 4 year plan and would like to go over it with my counselor.

4. I believe I would like a job which places emphasis on:

A. People _____

B. Date (Ideas) ______

C. Things ______

5. I am certain _____ Uncertain_____ that I have the ability to do the job I am interested in.

6. My career would take the following kind of preparation:

   1. Junior College _____
   2. 4 years of college _____
   3. High School diploma _____
   4. More than 4 years of college _____
   5. Apprenticeship _____
   6. On the job training_____
   7. Vocational or technical school _____
   8. Business College _____
   9. Military _____
   10. Other (specify) _____

7. For the career in which I am most interested I need to study the following subjects in high school:

_________________________ _______________________ ____________________

8. I would like to work for a yearly salary of ________________.

9. What I like about the career I have in mind is ____________________

____

____

10. What I dislike about the career I have in mind is _______________

____

____

(Engle, 1975)

OCCUPATIONAL STUDY GUIDE

Name of student:

Title of Occupation:

DOT Code Number:

Title of material studied:

Author and/or publisher:

Date of publication:

1. What work is performed? What does the worker do?

2. Why does he do it?

3. How does he do it?

4. What skill is involved?

5. What are the requirements for entering this occupation?

6. What are the pathways or methods of entering this occupation?

7. What machines, tools or equipment is used? ____________________

____

____

8. What are the physical demands upon workers? Does it involve sitting, lifting, carrying, pushing, fingering, walking, climbing, or stooping? ____

____

____

9. What are the working conditions? Are they inside, outside, hot, cold, damp, wet, humid, dry, dusty, high place, etc? ____________

____

____

10. What worker characteristics are involved? Does it involve people, data or things? Does it involve strength of hands, arms, legs; finger dexterity, eye-hand coordination; memory for details; sense of smell; contact with people; personal appearance, etc?

____

____

____

____

11. Are there special requirements such as license, certification, etc.? ____

____

____

12. What is the usual line for promotion or advancement? ____________

____

____

13. What are the beginning earnings? __________ per week/month/year.

14. What are the average earnings? __________ per week/month/year.

15. What is the employment outlook? ____________________

____

____

16. About how many workers are employed in this occupation? __________

____

17. What is an average day like for a worker in this occupation? ______

____

____

____

18. Do members of this occupation have (a) unions, (b) professional organizations? ____________________

____

____

19. What other occupations is this occupation related to? __________

____

____

____

20. What is the history of this occupation, and what does it do for society? ____________________

____

____

____

____

____

(Engle, 1975)

EVALUATION QUESTIONNAIRE

Please answer the following questions to the best of your ability. If you have any comments about the question, note it beneath the question. Space will be provided for questions asking for a descriptive answer. Your honesty and candor would be appreciated so that you can help us improve the workshop for others.

	YES	NO
1. Did you enjoy the workshop?		
2. Would more student participants have improved the workshop?		
3. Did you enjoy this setting where the workshop was held? (The room, the church?)		
4. Did you like the format of the workshop. If not, how could it be improved?		
5. Did the workshop meet your expectations? If not, why?		
6. Do you feel that the workshop was worthwhile? Why, or why not?		
7. Did you feel you missed too much class time for participating in the workshop?		
8. Were there any repercussions from the teachers for missing too much classwork.		

(Cook & Solomon, 1976)

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EXPANSION OF CAREER AWARENESS FOR GIRLS ENROLLED IN A HIGH SCHOOL HOME ECONOMICS CLASS

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Canyon del Oro High School

Expansion of Career Awareness for Girls Enrolled in a High School Home Economics Class

Introduction

The students of Canyon del Oro High School, Tucson, Arizona are predominantly advantaged, both economically and in regard to educational level of their parents. There is a small segment of slightly disadvantaged. There is a difference between the advantaged and disadvantaged groups in the areas of social and academic skills, and attitude toward education.

Purpose of Program

To inspire girls to think of their future in terms of a career rather than marriage as the ultimate goal and the answer to all problems.

Organization

Selection and recruitment

A Home Economics class was selected because I wanted to work with girls. The particular class I chose was the largest Home Economics class.

Pre-group contact

A conference with the Home Economics teacher was held to explain the unit. The teacher announced to the class that they would be involved in a career unit. The announcement was made one week before the unit was to begin.

Time, duration and location of group

Period seven - 2:00 p.m. to 3:00 p.m.
Ten one hour meetings were held one day per week, some in the Home Economics classroom and some in the Life Planning Center.

Description of staff

The staff consisted of one teacher, one counselor, and one career guidance consultant (females).

Procedure

Day 1 "What Is" (Swofford, 1976)

Overview

Goal: To give students a general idea of the unit.
Time required: Five minutes.
Process: Because I wanted to be sure each girl would think of herself in terms of a career other than homemaking, homemaking was not allowed as an option when choosing a career for the purpose of this unit.

Each girl visualized herself at an age when she was indenpendent of her family and had completed her education and training for her career. She built for herself a Lifestyle Notebook. The notebook included domicile (home, apartment, etc.), transportation (car, bicycle, etc.), and a wardrobe that suited her chosen lifestyle.

By pulling names of the class members out of a "hat", each girl had a student assigned to her. The assigned student made a Lifestyle Notebook for her which was given to the girl at the end of the unit. The purpose was to compare the two and see how similar or different the two lifestles were - the one she did for herself and the one as someone else saw her.

Living Careergram (Berk & Tannye, 1973)

Goal: To demonstrate whether participants envision themselves in career roles which are acceptable or nonacceptable for women, according to our society's tradition.
Time required: Twenty minutes.
Preparation: Scattered around the room in which the session was held, several placards were posted on the wall. Each placard was labeled with the title of an occupation. Included were several titles which are traditional roles for women, such as, secretary, teacher, nurse, dietician, typist, sales clerk, etc., and several titles which exemplify nontraditional roles for women, such as tool and die maker, printer, gas station attendant, psychiatrist, electrician, college professor, etc.
Process: The participants were instructed to mill around the room and observe the career titles posted on the wall. They were asked to sit below that poster which came closest to what they thought they would most likely be doing in five years.

After everyone in the group was seated under one of the posters, the participants were asked to share with the others in their group the reasons they chose that particular poster. Ten minutes were allowed.

The participants were instructed to look around the room, and then share with the other members of their group their observations about the configuration of the room, e.g., noting where most people were grouped; noting the types of careers which were left vacant; drawing implications from their observation, etc. Five minutes were allowed.

My impressions were summarized to the group, e.g. "Few of you grouped yourselves under the sign "Welder" but many of you are under the sign "Teacher"." I briefly stated some inferences that could be made, e.g. "Women have a tendency to think along traditional lines when considering a career. We respond to career possibilities as we think society expects us to respond." Five minutes were allowed.

The Myth and The Reality (Berk & Tannye, 1973)

Goal: To highlight some common areas of incorrect information about women and the world of work.
Time Required: Thirty minutes.
Preparation: A large blank profile chart was posted before the group. A felt tip marker was available.
Process: An opinionnaire was distributed to the participants and a request made that they complete it according to the directions at the top of the page. The opinionnaire contained thirteen statements about traditional roles of women. Participants could mark "agree" or "disagree". Since the group was composed only of high school girls, each girl was given three more copies of the opinionnaire. They were to ask at least three more people from other catagories, older women, older men and boys their age.

Day 2 Continue Myths and Realities

After everyone had completed the opinionnaire, each item was taken individually and the number of "I agree" responses to the items were posted on the chart. The participants kept the opinionnaire, and responded by a handcount to determine the profile of the chart.

Beginning with Item 1, the "reality" of the item was stated. For each item the percentage of agreement or disagreement with the "myth" was stated. The chart was used for illustrative purposes.

After pointing out the "reality" for each "myth", copies of The Myth and the Reality plus Twenty Facts on Women Workers were distributed to serve as a source of information.

OPINIONNAIRE

Directions: Read each item. Indicate whether or not you agree with the statement by checking the appropriate column.

AGREE	DISAGREE	
		1. A woman's place is in the home.
		2. Women are not seriously attached to the labor force; that is, they work only for extra "Pin money".
		3. Women are absent from work more than men because of illness; therefore, they cost the company more.
		4. Women don't work as many years or as regularly as men; their training is costly, and largely wasted.
		5. When women work, they deprive men of job opportunities; therefore, women should quit those jobs they no hold.
		6. Women should stick to "women's jobs" and should not compete for "men's jobs".
		7. Women don't want responsibility on the jobs; they would prefer not to have promotions or job changes which add to their load.
		8. Children of working mothers are more likely to become juvenile delinquents than children of non-working mothers.
		9. Men don't like to work for women supervisors.
		10. Housewives are happy women.
		11. Education is wasted on women.
		12. Women have a higher turnover and absenteeism rate than men.
		13. Women get married, then quit work.

(Berk & Tannye, 1973)

The Myth and the Reality

If you want to dispel some of the myths about women in employment, please post this on your Bulletin Board.

The Myth	The Reality
A woman's place is in the home	Homemaking in itself is no longer a full-time job for most people. Goods and services formerly produced in the home are now commercially available; labor-saving devices have lightened or eliminated much work around the home. Today, more than half of all women between 18 and 64 years of age are in the labor force, where they are making a substantial contribution to the nation's economy. Studies show that nine out of ten girls will work outside the home at some time in their lives.
Women aren't seriously attached to the labor force; they work only for extra pocket money.	Of the nearly 34 million women in the labor force in March 1973, nearly half were working because of pressing economic need. They were either single, widowed, divorced, or separated or had husbands whose incomes were less than $3,000 a year. Another 4.7 million had husbands with incomes between $3,000 and $7,000.
Women are out ill more than male workers; they cost the company more.	A recent Public Health Service study shows little difference in the absentee rate due to illness or injury: 6.6 days a year for women compared with 5.2 for men.
Women don't work as long or as regularly as their male co-workers: their training is costly -- and largely wasted.	A declining number of women leave work for marriage and children. But even among those who do leave, a majority return when their children are in school. Even with a break in employment, the average woman worker has a worklife expectancy of 25 years as compared with 43 years for the average male worker. The single woman averages 45 years in the labor force. Studies on labor turnover indicate that net differences for men and women are generally small. In manufacturing industries the 1968 rates of accessions per 100

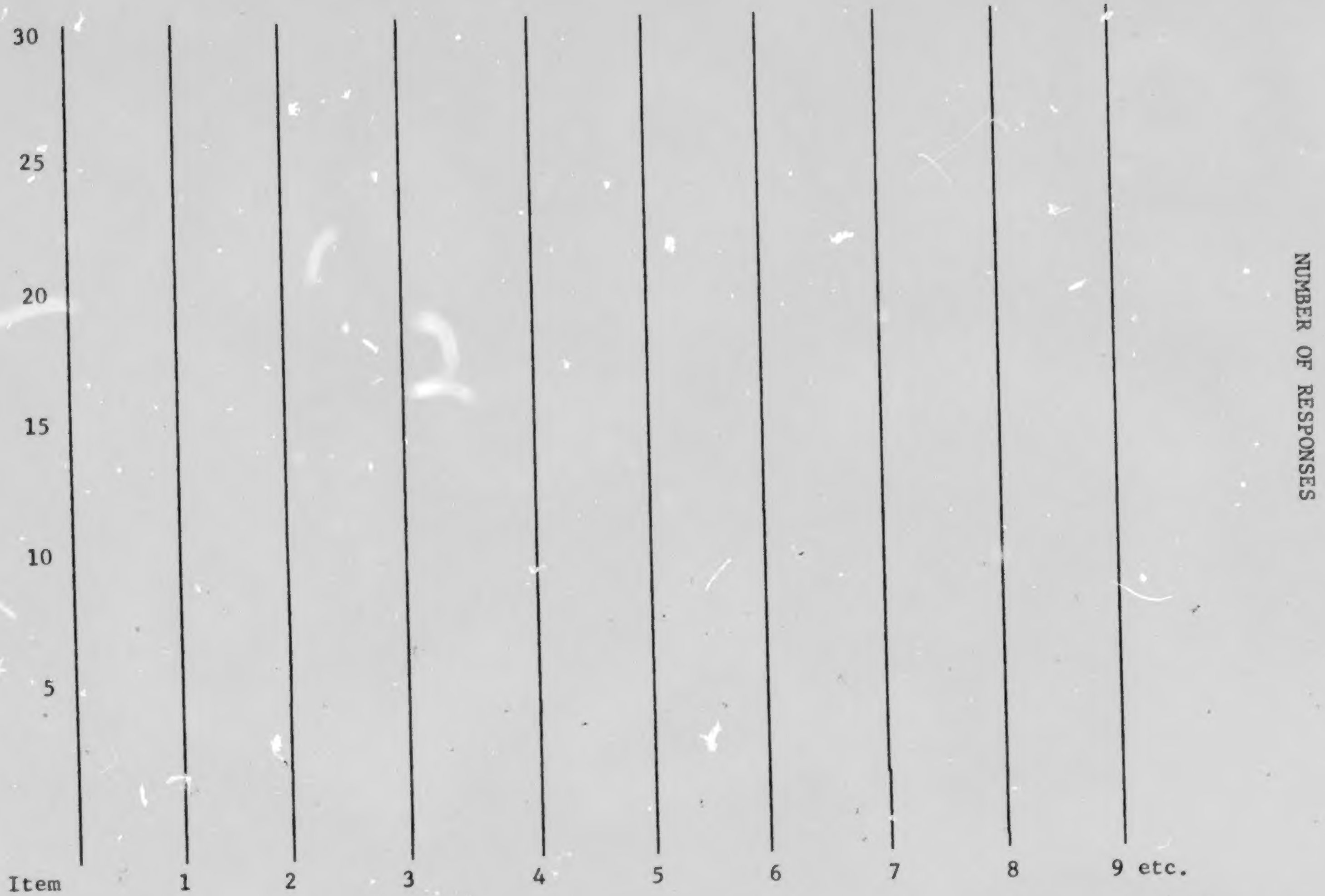
The Myth and the Reality

The Myth	The Reality
	employees were 4.4 for men and 5.3 for women; the respective separation rates were 4.4 and 5.2.
Married women take jobs away from men; in fact, they ought to quit those jobs they now hold.	There were 19.8 million married women (husbands present) in the labor force in March 1973: the number of unemployed men was 2.5 million, if all the married women stayed home and unemployed men were placed in their jobs, there would be 17.3 million unfilled jobs. Moreover, most unemployed men do not have the education or the skill to qualify for many of the jobs held by women, such as secretaries, teachers, and nurses.
Women should stick to "Women's jobs" and shouldn't compete for "men's jobs."	Job requirements, with extremely rare exceptions, are unrelated to sex. Tradition rather than job content has led to labeling certain jobs as women's and others as men's. In measuring 22 inherent aptitudes and knowledge areas, a research laboratory found that there is no sex difference in 14, women excel in 6, and men excel in 2.
Women don't want responsibility on the job; they don't want promotions or job change which add to their load.	Relatively few women have been offered positions of responsibility. But when given those opportunities, women, like men, do cope with job responsibilities in addition to personal or family responsibilities. In 1973, 4.7 million women held professional and technical jobs, another 1.6 million worked as nonfarm managers and administrators. Many others held supervisory jobs at all levels in offices and factories.
The employment of mothers leads to juvelile delinquency.	Studies show that many factors must be considered when seeking the causes of juvenile delinquency. Whether or not a mother is employed does not appear to be a determining factor. These studies indicate that it is the

The Myth and the Reality

The Myth	The Reality
	quality of a mother's care rather than the time consumed in such care which is of major significance.
Men don't like to work for women supervisors.	Most men who complain about women supervisors have never worked for a woman. In one study where at least three-fourths of both the male and female respondents (all executives) had worked with women managers, their evaluation of women in management was favorable. On the other hand, the study showed a traditional/cultural bias among those who reacted unfavorably to women as managers. In another survey in which 41 percent of the reporting firms indicated that they hired women executives, none rated their performance as unsatisfactory: 50 percent rated them adequate: 42 percent rated them the same as their predecessors; and 8 percent rated them better than their predecessors.

Profile Chart for "Myths and Realities"



(Berk & Tannye, 1973)

U. S. DEPARTMENT OF LABOR
EMPLOYMENT STANDARDS ADMINISTRATION
Women's Bureau
Washington, D. C. 20210

TWENTY FACTS ON WOMEN WORKERS

1. Nine out of ten girls will work at some time in their lives.

2. Most women work because of economic need. Nearly two-thirds of of all women workers are single, divorced, widowed, or separated, or have husbands whose earnings are less than $7,000 a year.

3. More than 33 million women are in the labor force; they constitute nearly two-fifths of all workers. Some 4 million women of minority races are in the labor force; they constitute more than two-fifths of all minority workers.

4. Half of all women 18 to 64 years of age are workers.

5. About one-fourth of all women workers hold part-time jobs.

6. Women accounted for three-fifths of the increase in the civilian labor force in the last decade.

7. Labor force participation is highest among women 18 to 24 and 35 to 54 years of age; the median age of women workers is 38 years.

8. The more education a woman has, the greater the likelihood she will obtain paid employment. Nearly 7 out of 10 women 45 to 54 years of age with 4 or more years of college are in the labor force.

9. The number of working mothers (women with children under 18) has increased more than eightfold since 1940. They now number 12.7 million, an increase of 3.9 million in the last decade.

10. The 4.4 million working mothers with children under 6 in 1972 had 5.6 million children under 6; the estimated number of licensed day care slots is 905,000.

11. Women workers are concentrated in low-paying dead end jobs. As a result, the average woman worker earns about three-fifths of what a man does, even when both work full time year round.

12. Unemployment was lowest for white adult males (3.6 percent) and highest for minority teenage girls (38.6 percent) in 1972.

12. continued.

White adult women	4.9 percent
Minority adult men	6.8 percent
Minority adult women	8.8 percent
White teenage boys	14.2 percent
White teenage girls	14.2 percent
Minority teenage boys	29.8 percent

13. About 1 out of 8 families is headed by a woman; almost 2 out of 5 poor families are headed by a woman. About 3 out of 10 black families are headed by a woman.

14. It is frequently the wife's earnings which raise a family out of poverty.* In husband-wife families 13 percent have incomes below $4,000 if the wife does not work; 4 percent when she does work.

15. Of the workers not covered by the Fair Labor Standards Act (FLSA), 40 percent are women. Fifty-seven percent of all black women workers are not covered by FLSA; the comparable percentage for white women is 22 percent.

16. The average woman worker is as well educated as the average man worker. Both women and men have completed a median of 12.4 years of schooling.

17. Women are about two-fifths of all professional and technical workers but only about one-sixth of all nonfarm managers and administrators.

18. Women are 76 percent of all clerical workers but only 4 percent of all craftsmen and foremen.

19. The median wage of full-time year-round private household workers was $1,981 in 1971. Private household workers are protected by minimum wage legislation in only four states. They are protected by virtually no other legislation.

20. Fully employed women high school graduates (with no college) have less income on the average than fully employed men who have not completed elementary school.

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*Classified as poor were those nonfarm families of four with total income of less than $4,100 in 1971.

Source: U.S. Department of Commerce, Bureau of the Census: U.S. Department of Health, Education, and Welfare, National Center for Social Statistics; U.S. Department of Labor, Bureau of Labor Statistics and Wage and Hour Division, Employment Standards Administration. February, 1973.

EVALUATION

DATE______________ SCHOOL____

You have just completed a career counseling program. We are extremely interested in receiving your reaction to that program. Please rate the following items according to the extent that the statement is true of you.

Using the scale below as a guide, indicate your rating in the blank preceding each item. For example, if statement #1 is very true for you, then write "5" in the blank space; if statement is true for you to only a very slight degree, then write "2" in the blank space, and so on.

1	2	3	4	5
Statement not true at all for me.		Statement is somewhat true for me.		Statement is very true for me.

______ 1. My awareness of the stereotyping that occurs in careers and job possibilities has increased.

______ 2. My information about working women has increased.

______ 3. My awareness of obstacles to non-traditional careers for women has increased.

______ 4. Awareness of my need to plan NOW for career satisfaction in the future has increased.

______ 5. Alternatives for solving career problems are more apparent to me.

______ 6. I have become more aware of how others influence my career decisions.

(Adapted from Berk & Tannye,'73)

Group Fantasy (Berk & Tannye, 1973)

Goal: The goal of this exercise was to sensitize the students to the changes which might occur within the next five years in society, human relationships and their own perspectives of appropriate behavior. The range of considered alternatives to dilemmas was expanded, hopefully, and thoughtful planning of life styles was encouraged by the presentation of the following situation.
Time required: 25 minutes.
Preparation: The group of students was asked to form sub-groups of six. The counselor distributed a copy of the fantasy situations to each student. The students were instructed to follow the instructions provided at the conclusion of each fantasy situation and were told that they would have approximately 15 minutes to complete the two assignments. During the time the students considered the fantasies, the counselor drifted from sextet to sextet, observing the type of solutions, alternatives, etc., which were suggested.

The Fantasies (Berk & Tannye, 1973)

The year - 1977!
Patricia J. is just completing the first semester of her senior year in high school. Her boyfriend Scott and she have been dating for 7 months and, although their relationship is quite satisfying and important to her, it is currently causing her much distress. Scott has been accepted to a college in a distant state and has decided to attend. He would like Patricia to also go to school there (on a whim she applied and was accepted). Pat is unclear about what she would like to major in (if she goes to college at all--she really is not convinced she wants to do that), but several of the majors in which she is somewhat interested are not offered at Scott's school. Her parents want Pat to attend their alma mater and also want her to major in a subject which would guarantee employment upon graduation.

Instructions - Finish the story. (Insert any steps you think Pat might take to assist her in making this decision.) Remember - it's 1977! Imagine what could be.

Ann and Allan Johnson have been married for four years and they have one child, Jamie, age 2½. Ann and Allan met while both of them were in high school. Allan was two years older than Ann and when he graduated went immediately into the service. When he was discharged two years later they were married and then immediately moved across the country so Allan could attend College. While Allan was in the service Ann had worked as a sales clerk in her father's store. Currently Allan is attending college and also working to supplement the support the G.I. Bill provides. He is majoring in business and hating it. Recently he decided that he really wanted to be an engineer and, with only one year of school remaining to complete his Business degree, wants to switch majors although that would necessitate another 3 years of college. Ann, who has not been working at all since Jamie was born is quite disappointed. She and her husband had agreed that after he had completed college, she would be able to begin whatever training she desired. An intense feud rages.

Instructions - Finish the story. (Insert any suggestions you can think of which would help Ann and Allan to resolve their problem.) Remember - it's 1977! What kind of suggestions can you make as to what steps Ann and Allan could have taken to prevent this conflict?

Process: After reading the situation, the students completed the account according to the instructions. As the students discussed the fantasies, the counselor occasionally commented (as a reminder) that these events are taking place in the future and encouraged the students to project into their solutions the changes they predicted (or wished) would take place in 5 years. After the fifteen minutes of group time had elapsed, the counselor asked each group to briefly report to the entire class on the fantasies they constructed for the situations. The counselor at this time made process observations or remarked on aspects of the fantasy construction ("This group felt that the situation was unlikely to occur in a few years time, and therefore, found it very difficult to flow with the sequence of events," or, " Apparently this family reminded you very much of your own in the way they developed priorties of who would be educated first"). This aspect of the exercise took ten minutes.

Day 3 But What Can a Girl Do? (Job Survival Skills Program, 1973)

Goal: Through the use of this filmstrip the girls will be introduced to two women who are successful in non-traditional careers for women.

Following the filmed interview with each woman, the students were given an opportunity to discuss how they felt about women in these jobs. "How would you feel about this kind of career? Have you ever considered competing in a non-traditional female career? What are the problems? How can these problems be solved?"

Day 4 Lifestyle Notebook (Swofford, 1976)

Goal: The students were given an opportunity to begin work on the Lifestyle Notebook while the teacher, counselor and career guidance specialist were available to answer questions. This notebook affected the Home Economics grade only if the student did not make one. If the student wanted to do extra work and raise her grade the notebook was used for an extra credit grade.

Day 5 Decision-making

Goal: To give students the opportunity to work on two decision-making activities.
Procedure: The class was divided into two groups. The counselor worked with one group, the career guidance consultant with the other. Each conducted a decision-making activity.
The students in Group One filled out a check list of "Reasons For Not Acting on Decisions" as described by Bartsch, Yost, & Girrell (1976).
The students in Group Two participated in an "Identifying Alternatives" (Curwin, et al, 1972) activity. Twenty minutes were allowed. When half the period was over, the groups changed activities. The purpose of dividing the class into two groups was to make the groups small enough to give each girl a chance to interact with the group.

Day 6 Playing the Game (Job Survival Skills Program, 1973)

This game is similar to Monopoly, using the accumulation of money, education, and training as the goal to win. It is described in the Group Leader's Instruction Manual (pp. 10-12) and completion of the game is followed by group discussion.

Day 7 Packaging Your Skills: Resume (Job Survival Skills Program, 1973)

The filmstrip, which was recommended in the Group Leader Instruction Manual (pp. 84-85) gave the students guidelines for writing resumes. The Sample Resume of Bryan C. Jackson which was also recommended in this unit (p. 84) was distributed and explained. The students then wrote their own resumes.

Day 8 You and Your Co-Workers (Job Survival Skills Program, 1973)

This film was shown and followed by role-playing as described in the Group Leader's Instruction Manual (unit VII). Awareness of co-worker relationships and dealing with problem situations was emphasized.

Day 9 Cooperation and Competition Puzzle Activity (Job Survival Skills Program, 1973)

This activity was performed as described in the Group Leader's Instruction Manual (pp. 61-63). The effects of cooperation and competition upon co-workers were demonstrated.

Day 10 Lifestyle Notebook (Swofford, 1976)

The Lifestyle Notebook was due.
Job Interviews (Job Survival Skills Program, 1973) a film described in the Group Leader's Instruction Manual (pp. 92-93), was shown to demonstrate preparation and participation regarding the interview situation.

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CAREER AND LIFE PLANNING
FOR THE POTENTIAL DROPOUT

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Career and Life Planning for the Potential Dropout

Introduction

Tucson High School was the oldest school in the city of Tucson. The school can trace its beginning to 1893, with a graduating class of five students and three faculty members. Today it has a program of approximately two hundred and fifty courses. The campus population was composed of approximately 2,500 students. They represented every economic social, religious and ethnic group in the city of Tucson. The largest group was Mexican-American, 67%. The second largest minority group was the Black student which made up to about 13% of the population. Other racial groups included Anglo 17%; and 3% a mixture of American Indians, Orientals, and others not mentioned in the previous groups.

The school was located a few blocks away from the heart of the downtown shopping area, and was not far from the original walled settlement around which the city developed. It was directly in the Model Cities area, an urban renewal area which had received a substantial federal grant to rebuild the community.

The yearly calendar was designed around a system that divided the time periods into four nine-week sessions (commonly called the quarter credit system). This session was pioneered in Tucson High School.

This Reseacher was employed by a federally funded project, sponsored under the office of Health, Education, and Welfare. The joint efforts of the school district and the project staff was drop-out prevention through the use of career education.

The student selected for this program was classified as low-income, predominately minority student who had been classified for purposes of this program was defined generally as the student who exhibited poor or irregular attendance, displayed a pattern of inappropriate behavior, low or lagging academic achievements, or was in a period of personal or family crisis.

Purpose of the program

The goals which were established for this group were basically the same as those of the career education project which were as follows:

1. Increase and broaden the students orientation and involvment in the world of work.

2. Provide on-site job observations and wherever possible place students in on-the-job training situations.

3. Increase students self awareness, educational awareness, and economic awareness, by having the students investigate their goals and values in life and relate it to a career.

4. Develop communicative skills relevant to careers.

5. Relate curriculum disciplines to careers.

6. Attack the problems of potential drop-outs.

Organization

This researcher met with the high school administrators (the principal, the vice principal and department heads) to ask for cooperation and support of this project. Next, this researcher met with student personnel workers (high school counselors, the learning disabilities teachers and the deans) to ask for referrals. Finally, individual classroom teachers and students were contacted for referrals on interested students.

The students referred to me were interviewed and by mutual agreement enrolled in my career education class.

Time, duration, and location of group

The group met as a regular class four times a week, on Monday, Thursday, and Friday from 8:15 until 9:10, and on Tuesday from 9:09 until 10:39. The class was held in the career center in the vocational building at Tucson High School.

Staff

Two women were hired to help type letters and various classroom exercises.

Program Methods and Materials

This nine-week period emphasized self awareness. The student was given the opportunity to discover and define himself/herself in terms of his or her values, interests and abilities. He or she was then to relate this information to career goals.

The following was a list of activities that was carried out in the daily sessions in the career education class:

PERSONAL DATA SHEET

Your Name
Your Street Address
Tucson, Arizona
Telephone: Your Number

Personal Information

Age: 18(your age)
Place of Birth: City, State
Height and Weight: 5'9", 160 lbs.
Health: Your state of health

Education

High School: Tucson High School
Degree: High school diploma, pending graduation
Major: College Preparatory of Business
Grade Average: (Your standing in the graduating class)

School Activities

Membership on any athletic teams in high school.

Membership in high school clubs.

Offices held -- student body or other.

Work Experience (If any)

Summer job:

Part-time job after school (baby sitting, carry-out jobs, etc.)

Experience while in any high-school cooperative program (DE or COE)

References (by permission)

1. Name, position, company name, address, phone number. (Business Reference)

2. School Reference -- your counselor or a teacher who knows your work.

3. Character References -- clergyman, doctor, etc.

A. January 19 to 23

Monday
Methods - Student Interview Introduction

The following information must be established about the people you are interviewing:

1. Name, Age, Place of Birth.
2. Discover one thing you could not tell by looking at interviewee.
3. Discover something never done before by interviewee.
4. What interviewee expects to get from the class.

Materials - Paper and pencils.

Tuesday
Method - Values Clarification Exercise (Simon, Howe & Kirchenbaum, 1972).
Materials - Worksheet containing interests to be selected by participants.

Method - Self Interest Inventory (Holland, J.L., 1970)
Materials - Self Directed Search Test, pencils.

Thursday - Continuation of Self Inventory

Friday
Method - "Self Inventory" and "Personality Rating"
Materials - Textbook, Succeeding in the World of Work, hand outs on "Personality Rating" test. (All the above material by Kimbrell & Vineyard, 1970).

B. January 26 to 30th

Monday
Methods - Completion of Attitude Inventory test. Share outcome of personal evaluation.

Tuesday - Values auction (Simon et al, 1972)
Wrote out the values on construction paper. Conducted the auction during the long class period.
Materials - Construction paper, magic markers, play money, scratch paper, and pencils. Optional: (glue and glitter for WILD CARD.)

Thursday - Values auction follow up and discussion.

Friday - Catch up day. Complete interest worksheet. Read chapter

6 of Succeeding in the World of Work (Kimbrell & Vineyard, 1970) and finish personality rating.

C. February 2 to 6

Monday

Methods - Manual Dexterity Drill (Speciality Case Mfg. Co.)

Materials - Peg board and pegs donated by Department or Economic Security

Class also discussed self-inventory test

Tuesday

Methods - Slide tape, pictoral interest, inventory test

Materials - Slides of workers (provided by Career Center at Tucson High School), slide projector, paper, pencils

Thursday

Methods - Self-awareness exercises - pie face (Simon et al, 1972) Each student is to make a drawing of two faces -- one that they show people, another that they seldom show. This information is then shared with the class as each student show his "face."

Materials - Paper plates, magic markers.

Methods - Self-Awareness Exercise #2. Three things you value in your life (Simon et al, 1972). The student is requested to search in his wallet or purse and take out three objects and show what they value (Example: comb--good grooming; keys to the office--a responsible job; or picture of the family).

Materials - None. Students provide objects.

(Activity adapted from Values Clarification (Simon et al, 1972)

Friday

Methods - Coat of Arms Exercise (Simon et al., 1972)

Materials - Paper with large shield drawn and sectioned off, pencil.

D. February 9 to 13

Monday - Completion of Coat of Arms Activity. The students share sections of their coat of arms with other students.

Method - How to fill out job applications.
Materials - Pencil and workbook. My Job Application File (Singer Education Division, 1973)

Tuesday
Methods - Cooperation and Competition Puzzle (Singer Education Division, 1973). Activity to demonstrate actual work situations. The class is divided into teams of four with a fifth student as an observer to each team. The object of the game is to see who in each group can complete his section first and which group can complete the entire puzzle first.
Materials - Singer Puzzles from Job Survival Kit and copies of the Observers' Record Sheet from the workbook. (Singer Education Div., 1973)

Thursday - Follow up on puzzle exercise

The second activity is the presentation of a personal data sheet and job application form.
Method - Student decides what type of job he/she would like to have either this summer of after graduation and then fills out the job application form as if he/she were applying for the job. The Personal Data sheet would include general information on the student.
Materials - Any job application form, paper, pencils, telephone book, and dictionaries.

Friday - Work on Personal Data Sheets (Even, 1974) and job application forms. (The personal data sheets were then typed up and duplicated for each student.)

E. February 16 to 20

Monday - Finish up personal data sheets and job application.

Tuesday - Career Awareness Exercise
Method - Slide tape presentation (Taylor, 1975) of students who are interviewing people who use Spanish in their job.
Materials - Slides, slide projector, screen. The rest of the class continued working on their job application workbook.

Thursday
Methods - Exploration of the job families through a film strip that explained how jobs are grouped. Class discussion as a follow-up.
Materials - Film strip, projector, screen, tape player. The Fascinating World of Work (National Career Consultants, Inc. Dallas, Texas)

Continue working on application booklet.

Friday - Catch-up day for students-- individual conferences on students' progress reports.

F. February 23 and 24

Monday
Methods - Occupational awareness. Film strip (Newspaper Tour, Copley) on the newspaper office.
Materials - Screen, film strip, projector, record player. Film strip and record, Newspaper Tour.

Tuesday - Field trip--tour of the Tucson Daily Star-Citizen newspaper offices.

G. March 1 to 5

Monday - Follow up on newspaper tour. Students were assigned to write a paragraph on the type of jobs they saw at the Newspaper office.
Method - Career awareness in the communications media cluster. Students were to read the assinged article and answer the questions on the board.
Materials - Popeye comic books--communication and media clusters paper and pencils.

Tuesday
Methods - Individual interest - career research. Students were to begin research on one occupation by listening to someone in that occupation discuss his job.
Materials - Tape recorder (for each career cluster) and occupational tapes found at the Career Center.

Thursday - Guest speaker. Self-awareness activity, Dean Kevin Leeman's presentation of family constellations.

Friday - Follow-up discussion on guest speaker information. Continued individual career research, adding written information found in file folders containing career information compiled by previous classes at the Career Center.

H. March 8 to 12

Monday - Continued individual research on careers.
Method - Second job family research (Popeye Comic) on personal services.
Materials - Paper, pencils, Popeye comics.

Tuesday - Activity career research and communication cluster.
Film from Mountain Bell, "It's All in a Day's Work."
Activity - Values Clarification. (Simon et al., 1972)
Methods - The purpose is to help student analyze how to spend his time.
Materials - Handout, and pencils.

Thursday - Guest speaker from Arizona Mortuary discussed his profession with the students.

Friday - Follow-up on guest speaker -- class discussion. Students were encouraged to decide whether or not they would like to have this job.

Show 15 things, "I Like To Do" (Simon et al., 1972)
Methods - Each student was encouraged to discuss the activities and tell the class such things as the majority of things they did or did not like to do that cost more than $5.00. If they enjoy activities mostly alone or with people, etc.

I. March 15 to 19, Spring Break

J. March 22 to 26

Monday
Activity - Values clarification exercise.
Methods - Sentences for the section on unfinished sentences in Values Clarification (Simon et al., 1972). Value clarifications were selected and compiled in a handout for students.
Materials - Handout lesson, pencils, dictionary (optional)

Continued work on application form booklet.

Tuesday
Activity - Review unfinished sentences. Introduce new activity.
Methods - Decision-making exercises. The class discusses how they made "a desision." Handout #1 from Vocational Decision-Making Workshop (Bartsch, Yost, & Girrell, 1976) The discussion continued on why people sometimes failed to act on a problem. Another handout was given which took the students through the different steps in analyzing and solving a problem.
Materials - Two handouts, pencil, dictionary (optional).

Thursday - Follow-up decision-making exercise. Work on job application booklet.

Friday - Returned graded assignments. Study period for final exam. Workbooks were also collected and reviewed.

March 29 to April 2

Monday - Study period for final exam.

Tuesday - (Short period) Exam, Part One and Two.

Wednesday - Exam, Part Three. (Folders were allowed to be used for this section).

Thursday - Wrap up session.
Reviewed final exam. Checked notebooks. Discussed plans for next quarter's activities (we also had a small class party.)

EVALUATION

Teaching career education as a separate class was not exactly the goal of the Career Education Project, but as students needed a related course to help them get credits for their work experience, it seemed the only solution. This was a new endeavor on both mine and the students part. Realizing that this was an experimental situation most of the students were very cooperative during the whole quarter.

Each activity was evaluated via the degree of student participation; however, a formal instrument was drawn up and a final exam covering most of the concepts in the course was given to the students. A copy of this instrument was included in the Reference section of this presentation.

In regard to the Project's goals for this individual class, I believe that most were met. All the students had an opportunity to visit job sites, and several of the students were subsequently employed while others under went interviews for summer programs such as Med Start, Tucson-Pima Youth Program, and Pima County Parks and Recreation. The whole class was able to research individual career interests.

The student's self-awareness, educational awareness, and economic awareness were also broadened. This was measured in the third part of the final exam. They not only became more aware of themselves, but also learned a great deal about one another. Many of the students remarked about how close everyone had become as compared to other classes.

This friendly atmosphere also helped increase student communication. The circle seating approach was used to eliminate the "back of the room" students. Since many spoke mostly Spanish, I translated their thoughts and reacted to their ideas in their native tongue. This was also another factor which facilitated communication.

There were some relating of curriculum disciplines to careers. Emphasis was given to reading, writing, and basic math skills in relation to various jobs. This area was, perhaps, one of the weakest in this class and will be worked on in the next quarter.

The least successful area was that of student retention. Many of the students who already had a problem of dropping out in spite of home visits and individual counseling services did drop from the class. However, some progress was made. Of the seven students who dropped out of class four were subsequently pre-registered in a special class for attendance problem students. And another was enrolled in night school. One began working full time and another investigated the G.E.D. program. The remaining seven students did very well grade-wise. They received A's and B's for the class.

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VOCATIONAL EDUCATION PROGRAMS

A CAREER AWARENESS PROJECT FOR HIGH SCHOOL STUDENTS INTERESTED IN THE WORLD OF MARKETING

Mary Barnhart

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Santa Rita High School

A Career Awareness Project for High School Students Interested in the World of Marketing

Introduction

Santa Rita High School had an enrollment of 2,600 students. Fifty percent of the students came from military families (Davis Monthan Air Force Base). The majority of the student body came from families of average or low income.

Purposes of program

1. To teach students about the "World of marketing" and motivate them to develop the abilities necessary for success in the field.
2. To give students an appreciation and understanding of the importance of business in our economy.
3. To help students decide on specific career objectives from the many employment opportunities available in the business and marketing field.
4. To develop desirable personality traits for a successful career.
5. To give students an opportunity to acquire basic skills in such areas as selling, advertising, display, and cash register operation.
6. To develop job interviewing skills.

Organization

Selection and Recruitment

Students with a career interest in Marketing and Distributive Education (marketing is a prerequisite for senior Distributive Education) were chosen to participate in this program.

Pre-group contact

No direct contact.

Time, duration and location of group

The program was held from 8:00 a.m. to 8:55 a.m., Monday through Friday, for two weeks in the Distributive Education room.

Description of staff

One female teacher-coordinator with work experience in merchandising and advertising was responsible for leading the program. Her educational background included an undergraduate degree in business administration (business education major), and an M.Ed. in distributive education.

Methods and Materials

Session I

Method	Materials
The various career choices available were shown in a slide presentation and discussed afterward. Each student completed an interest survey to determine his/her career interest at the time. This survey was designed by the teacher; sometimes it was in written form, at other times it was based on a verbal interview.	Slides (Barnhardt, 1976) Projector Interest Survey (Barnhardt, 1976)

Session II

Method	Materials
Utilizing a combination of materials of my own and some from our vocational class. I made up a deck of value cards. All the cards were posted on the bulletin board for all students to read. Each student was given $10,000 to buy values as they were auctioned off. They could not bid less than $700 for any card. Questions asked were "How many are happy with your cards? If you had it to do over how would you plan your value cards?" Discussion followed.	Value auction cards Money

Session III

Method	Materials
After an introduction of the various careers available, and a "thinking" session on values, a vocational counselor presented his views on careers and how to choose the correct one. The choice was based on the students' values, the things they enjoyed doing, and what they hoped would be in the future. The students were asked to list twelve things they liked to do, and fifteen things they thought were involved in their career choices. They then compared the two lists.	Vocational counselor Paper and pencils

Session IV

Method	Materials
The Career Project was introduced and explained in detail. Then the class was taken to the library and instructed in the use of the books and materials available.	Library career section

Session V

Method	Materials
The students completed the Career Project. Each student was helped as required. The work was done in the library, classroom, and business world.	Library Business people Brochures and pamplets from businesses, colleges, etc.

Session VI

Method	Materials
At the end of the project a guest speaker gave a five year projected view of the job market.	Mr. Ron Hummell, University of Arizona, Placement Service.

Evaluation

The evaluation process was of a subjective nature. After the project was completed, each student discussed the value he/she received from the project - first with a partner, and then in groups of four. Then the entire class discussed the group findings.

After the project began, many students changed their career choices - some in only two days, others after about five days. Some completed the entire project, and then decided that a career was not what they wanted for the rest of their lives. Many were impressed with their findings and planned to continue that career.

Each student turned in a booklet and received a grade and an evaluation of his/her project.

NAME______________________________TODAY'S DATE___________DUE DATE_____

CAREER PROJECT

(Barnhardt, 1976)

1. Title: Let's investigate your Career!

2. Objective or Purpose:

   After completion of this project, you will be expected to be familiar with the various aspects of a particular job or career that is of interest to you. You will be expected to share the information gained with the class by presenting a ten minute class presentation. Finally you will turn in a career notebook that you will be compiling as you complete this project.

3. Much of this project can and will be done during class time, some parts cannot be done during class time, but must be done outside of class. It is your responsibility to complete all phases of this project. Use class time when appropriate and your own "after school time" when necessary. You must concern yourself with facts. Your learnings should be such that, after completion, you will be able to intelligently carry on a conversation about this type of work with someone already in the field or with one who is interested in the work.

4. Materials and Equipment:

   a. Better Business Bureau
   b. Newspapers
   c. Chamber of Commerce
   d. Trade associations
   e. State Employment Bureau
   f. People now working at the job
   g. Preparatory institution
   h. Vocational counselors
   i. Military recruitors
   j. Career files
   k. Businesses
   l. Associations of the United States

This is just a partial list. There may be many more that may be helpful to you.

5. Pre-project Preparation:
   In selecting a career for study choose one that is of interest to you. Perhaps you have had a life long ambition, or have a current

interest in a career of someone you know such as your father, brother, neighbor, close friend, etc. Regardless of what your selection is, be prepared to study it in depth.

6. Step by Step Description:

   a. Honestly evaluate yourself, your goals, hopes, ambitions, etc. With this evaluation in mind, select a career that fits you and your interest. After you have made your selection consult with the instructor to make sure you have an understanding of what you are to do.

   b. Consult the Dictionary of Occupational Titles. Find:

      1. The code number
      2. Complete title of job
      3. Complete description of job

   c. In your own words rewrite the description given in the Dictionary of Occupational Titles.

   d. Consult (call or visit) two people working in your project field. Read the description that you recorded from the Dictionary of Occupational Titles. Get their reactions. Did they add to or delete from the description? Give names and reactions of each.

   e. Does the name of the job give a full indication of what one does while working at the job? Explain. If not, what would a more appropriate name be?

   f. Collect various pamphlets dealing with your career choice. List the names of each, and summarize each in a paragraph or sentence following each title.

   g. Collect and maintain several pages of pictures or articles to add to your project of people working at the job which you have selected to study.

   h. Locate names and addresses of trade associations serving the field. Contact them and ask for occupational information. Include a carbon copy of your letter in this project.

   i. Explain each of the various aspects of the job: Hazards, physical requirements, satisfaction derived, seasonal employment, starting wage, education required, men or women dominating the field, where jobs are found, special skills needed characteristics, nature advantage, disadvantages, fringe benefits, advancement, related fields, future outlook, hours and working conditions.

j. List the skills that are required. Which of these skills do you now have? Will you obtain the ones that you do not have?

k. Does the environment of the job (i.e., indoor or outdoor work, working alone or with others, degree of supervision, standards of production and output, etc.) meet with your likes and dislikes? Explain.

l. Locate the names and addresses of schools and other institutions that offer instruction that you will need if you go into this field.

m. Describe how you can prepare for entry into this field, i.e., high school, college, junior college, trade school, military etc. Give a step by step description as to how you would enter the field.

n. Contact the state employment bureau. List the jobs that are open in your present field. Where are these jobs located and what is the starting rate of pay?

o. Look at the help-wanted section of the newspaper everyday for a one week period for job-openings. Keep several pages for your project of clippings, and make a list of jobs, locations, and salary.

*** p. If possible, contact someone employed in your interest area and ask him/her to let you observe him/her at work for a short period of time or to talk to him/her on the job. Write up all details.

q. Prepare a poster display of the job. This may be what one does on the job, or how one can prepare for entry into the job. Plan your poster and consult with me. The poster (8x11) will be due no later than project due date.

*** r. Get a guest speaker to come to the class to tell us more about the job. Your speaker should explain the nature and scope of employment opportunities available and the skills required. Check with me for an open date.

s. Make an outline of your class presentation to aid you in its presentation. The outline is to be included in your career notebook.

*** Optional -- Do for extra credit.

7. Evaluation:

   a. Give your own evaluation on the degree of learning you have accomplished during this project.

   b. List and explain the misconceptions you held before starting this project that have proven to be false.

   c. If you could, would you accept this career as a livelihood? Explain.

IMPLEMENTATION OF A PROGRAM
FOR THE
EXPLORATION OF CAREER OPPORTUNITIES
THROUGH EDUCATION AND EXPERIENCE

Angelina Serwe

Business Education Teacher

Cholla High School

Implementation of a Program
for the
Exploration of Career Opportunities
Through Education and Experience

Introduction

Cholla High School was located in Tucson, Arizona. Cholla's philosophy emphasized individual responsibility for achievement. To accomplish this the following open school concepts utilized.

1. Large and small group instruction.
2. Individualized instruction through learning activity packages.
3. Independent study was also available.

The student body was representative of the Southwest with about 55% Anglo-American, 35% Merican-American, 8% Black-American and 2% American Indian and Oriental.

The students participating were second year typing students, being either Sophomores or Juniors. Approximately 2/3 of the class had Spanish surnames and 1/3 Anglo surnames. Most were interested in clerical professions or felt that typing would be used within other careers, though not exclusively.

Purpose

The purpose was to provide for student awareness of self (interests, abilities, attitudes, skills, and values) and realization that they had limitations and would have to deal with the environment surrounding them. To develop an idea of career possibilities and explore them was an additional intention.

Selection

The project was something totally new. Therefore the smallest class, which incidentally met during first period was chosen. This was an office typing class which consisted of 1 male and 14 females. Most students had been in period 1 since beginning of school year. Two and one-half weeks were set aside for the project. For assistance Susan Jernigan, counselor, who set up Cholla's Career Center was selected Susan would help us learn to utilize the career center and attend class to help explore some of the activities.

METHODS AND MATERIALS

OUTLINE

I. Understanding

Inside
- A. Value clarifications: 1. "Are You Someone Who"
  - 2. "Rank Ordering Values"
- B. Identifing Interests: 1. "Things I Like To Do"
  - 2. "The Self Directed Search"
- C. Assessing abilities: "Otto's Strength Bombardment"

Outside
- A. Identify situational constraints: Rap session
- B. Identify opportunities:
  1. Learn to use Cholla's Career Center
  2. Become aware of counselors and teachers as resources.
  3. Library.
  4. Speaker from State Employmnet Office.
  5. Look at newspaper advertisements.
- C. Supplementary filstrip: "Why Work At All" - Guidance Associates.

II. Integration
- A. "Setting Goals" - An Adolescent Experience - Guidance Associates.
- B. Make plans:
  1. Explore career possibilities
  2. Speaker on grooming and dress
  3. Type a personal data sheet
  4. Fill out an application
  5. Interview techniques
  6. Mock interview

III. Implementation

Students would have the opportunity to go observe an actual working situation in the area(s) they are interested in.

DAY 1 "Are You Someone Who?" (Simon, S. B., Howe, L. W., and Kirschembaum, H. Values Clarification. New York: Hart, 1972.)

Activities

The teacher gave students an overview of the project outlines, and asked students what "values" were to them. A class discussion on values followed. The teacher went over instructions on activity sheet "Are You Someone Who?", and the students made their own lists. They broke up into groups of three or four, and the teacher rotated to each group and encouraged discussion.

Comments: Class needed to open up more. Some were very shy. Perhaps could have found a better exercise with which to begin project.

DAY 2 "Rank Ordering Values" (Bartsch,K. Yost, E.B., and Girrell, K. Effective Personal and Career Decision Making. New York: Westinghouse Learning Press, 1976.)

Activities
The "Rank Ordering Values" activity sheet was filled out by the students. They broke up into groups of three or four and discussed how each ranked their values and why. The teacher pointed out relationship between what they valued and how it applied in the "real world" such as career choices and life style.

Comments: After breaking up into groups, students felt it was not working out. Then we got got together as a whole class. At this point the counselor became the facilitator and we had a good discussion.

DAY 3, 4 "Things I Like" (Simon et al., 1972)

Activities
The students filled out the activity sheet, "Things I Like". The teacher gave each student an opportunity to share information they had written. "Self concept Techniques" (Third page of "Things I Like") was by group discussion. Students responded to open ended questions on part II, and started to identify own life style by relating part I to part II.

Comments: Communication from students was more open and they became less inhibited in declaring their feelings. Though we functioned better as a large group, many of the activities could be used as small group functions.

Day 5, 6, 7 "The Self Directed Search" (Holland, John L., The Self Directed Search and The Occupations Finder. Calif.: Consulting Psychologist Press, 1974.

Activities
The teacher gave an overview of "The Self Directed Search" and its objectives. The class was then instructed to read the instructions for "The Occupational Finder" and cited examples. It was emphasized that its purpose is to identify possible career interest areas. Class time was provided for discussion of the activities and students told how they felt about their choices.

Comments: Alternative suggestion: "The Occupation Finder" may be introduced after students have finished "The SDS".
The activity went well and could be used with a large group and subsequently broken up into small groups for discussion.

DAY 8, 9 Learning about Cholla's Career Center

Activities

The teacher explained how materials are arranged in the career center and where students could find descriptions of occupations and how to utilize college catalogs. The students were instructed to write a brief description of occupational choices including training needed and where it was available. They then determined what courses they could take on the high school level that would benefit career choices. The students submitted to the teacher occupation(s) they would like to explore and arrangements were made for on-the-job observation.

Comment: Alternative: School's library.
List of resources:

1. Business Careers Kit Careers Inc. Largo, Florida, 1970.
2. Career Information Kit Science Research Associates, Inc. Chicago, 1972.
3. Occupational Exploration Kit Science Research Associates, Inc., Chicago, 1969.
4. Work-Widing Occupational Roles Kit Science Research Associates Inc., Chicago, 1972.

General Catalogs: Arizona State University, University of Arizona, Northern Arizona University, Pima Community College, Phoenix College, Cochise College, Eastern Arizona College.

DAY 10, 11 "Otto's Strength Bombardment"

(Pfeiffer, J. William and Jones, John E. Structured Experiences for Human Relations Training. San Diego: Associates Publishers, Inc., 1974)

Activities

Supplies needed for this activity were 18" x 24" sheets of paper (newsprint paper was used) and green and red felt tip pens.
The leader instructed participants to list their own strengths, such as: intelligent, hardworker, attractive, etc., on the left half of the paper in green ink. On the top right side participants wrote their name and current date. When all had finished, the leader instructed all to go around to each student's paper and list strengths that they saw in the other individuals.
A volunteer was asked to share feelings about the strengths that were listed. After the volunteer had finished he then chose another student who shared his/her strengths with the class.

DAY 10, 11

Activities cont.
Following the same procedure as above, the members dealt with what things were blocking the strenth (used right side of sheet writing in red pen) that keeps you from being that neat person you want to be.

Comments: It was not necessary for each student to comment on each student's paper, but I did feel it was important to get feedback on how they saw themselves as well as how others saw them.

DAY 11 Rap Session on "constraints" with regard to occupational choice.

Activities
A discussion was held on what constraints meant to the students. The teacher cited examples of constraints (sex, race, minority, money and family expectations). The teacher asked each student to orally give their own constraints, and the students responded by giving examples of how they could overcome personal constraints.

Comments: For those that expected to go on to a higher educational level--money was the major constraint. The teacher shared career experiences both in relation to education and work-training.

DAY 12 The Adolescent Experience Series: Setting Goals (Guidance Associates, 1973)

Activities
This activity was to help students become aware of the necessity of planning for the future.
The teacher showed Part 1 of the filmstrip and the students responded to discussion questions. After each character profile a discussion guide was presented, and the students related character profiles to themselves.

Comments: The teacher may create a ditto of discussion questions to help facilitate class discussion.

DAY 12, 13 Personal data sheet (Lessenberry, Crawford, and Erickson, 20th Century Typewriting. Dallas: South-Western Publishing Company, 1967.)

Activities
This was used in preparation for job interviews.
The teacher discussed what is included in a personal data sheet and cited examples. The students then typed a personal data sheet and submitted them to the teacher for comments.

Comments: Distributive Education, Cooperative Office Education, and Diversified Occupations coordinators are good resources for getting suggestions on what a student' personal data sheet should cinclude.
Emphasize positive nature of a personal data sheet.

DAY 13 Job application forms

Activities
The teacher went though an application form citing examples so that the student would be familiar with the terms. The students were instructed to fill out an application form realistically (as it applies to them now). The teacher stressed neatness since this would be an employer's first impression.
The teacher collected applications for comments.

Comments: We ran out of class time so students finished filling out application forms at home.

DAY 14 Speaker on grooming and dress, interview techniques.

Activities
A guest speaker, Ms. Barbar Welch, Distributive Education Coordinator talked on proper dress for an interview, interviewing techniques, and sited examples. The teacher chose a student to be interviewed. Students shared positive or negative aspects with the class after the mock interview had taken place.

Comments: Speaker stressed: 1. Ties for men as well as response of handshake, and dresses for women. 2. Importance of personal data sheet. 3. Having pen and pencil when applying for a job. 4. Neatness and promptness for an interview. 5. A smile. 6. When answering questions to give a little extra without excess.

DAY 15 Speaker -- State Employment Service

Activities
Sid Morgan, Counselor discussed functions and services offered by the Arizona State Employment Service such as:
- a. Screening process of the Job Bank.
- b. Jobs available are posted on bulletin board.
- c. Function of scanner for more details on jobs available.
- d. Function of interviewer.
- e. Function of counselors.
- f. Testing (Skills, typing and shorthand, and aptitudes test.
- g. Examinations given for civil service jobs. Also, explained what civil service jobs are.

Comments: The speaker occasionally spoke in technical terms which the students didn't understand.

References

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A CAREER PLANNING WORKSHOP IN THE PHOTOGRAPHIC ARTS WITH HIGH SCHOOL STUDENTS

Thomas P. Smith

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Sabino High School

A Career Planning Workshop in the Photographic Arts with High School Students

Introduction

The students came from upper-middle class and wealthy homes. The average cost of a home in the area was $30,000, and the average income of each household was $23,000. The majority of students from this high school have usually gone to college, trade schools, or have gone into family businesses.

The physical plant was located in a sparsely populated area in the northeast corner of the school district. It was only four years old and construction was still in progress on the auditorium, auto shop, and gymnasium addition. The facility not only had a senior high but a junior high also. The senior high had an enrollment of 1,500 students and the junior high had 600.

Purpose of Program

This program was designed to help students become aware of their own interests and desires. It was based on the premise that self understanding aids in deciding the proper vocation to pursue. The students learned how to make decisions by studying all the needed information. If photography was the main interest, the program helped the student figure out which area of photography he/she was most interested in. Once this was accomplished, a course of study could be plotted for the student to follow.

Organization

Selection and recruitment

Participants were chosen from the beginning and advanced photography classes. However, anyone who had a good understanding of photography was able to participate.

Pre-group contact

I had contact with each person prior to the workshop. This was through the beginning or advanced photography classes, or through a private meeting with the individual. The main prerequisite was that the student have a strong interest in photography.

Time, duration and location of group

Group meetings were fifty minutes long. These meetings were held once a week in the photography classroom. There was a total of nine meetings.

Description of staff

The staff consisted of one photography instructor who directed the workshop. He was qualified to teach photography and therefore had an adequate background for the workshop. Class size was limited to twenty students, mostly juniors and seniors.

Program Methods and Materials

Session I

Methods	Materials
Introduction Instructors Student participants Description of workshop Planned schedule Expectations Film and lecture	Cameras and Careers (Eastman Kodak, 1960

Session II

Methods	Materials
Values Auction The students bid on a variety of values items. This exercise helped them become aware of what was really important to them.	Values auction items on separate cards (5X7) Total number of cards = 40 Paper money - $3000/student

Session III

Methods	Materials
"Things I Like To Do" (Simon, Howe, & Kirschenbaum, 1972) This exercise was designed to help students decide whether they were getting what they really wanted out of life.	"Things I Like to Do" worksheet (one for each student)

Session IV

Methods	Materials
Role stripping The students chose ten careers or occupations they liked from books which listed many occupations and descriptions of them. On the other side of the cards the students wrote what they liked and disliked about each occupation.	Ten blank cards per student Occupational Outlook Handbook Arizona Occupational Briefs Encyclopedia of Careers and Vocational Guidance Lovejoy's Career and Vocational Guidance

Session V

Methods	Materials
"Rank Ordering Values" (Bartsch, Yost, & Girrell, 1976) The terms on the list were discussed thoroughly, then the students arranged them in order of importance to them, #1 being the most important.	One worksheet to each student.

Session VI

Methods	Materials
"Observing Your Reactions" (Bartsch, Yost, & Girrell, 1976) These work sheets helped the students understand their reactions to everyday situations and the values underlying those reactions. Decision-Making Understanding Person Clarify values Identify interests Assess abilities	One worksheet to each student.

Session VI cont.

- Understanding Situation
    - Situational constraints
    - Identify opportunities
- Integration
    - Statement of goals
    - Organization of plans
- Implementation

Session VII

Methods	Materials
"Analysis of a Past Decision" (Bartsch, Yost, & Girrell, 1976) This worksheet is designed to give insight into how a decision was made, and what factors were influential.	One worksheet for each participant.

Session VIII

Methods	Materials
Choosing an Occupation in Photography The various occupations in photography were discussed and students listed the ones they preferred. Final Paper Each student did research on the occupation that he/she chose. This was summarized in a final paper. A minimum of three interviews with resource persons was required in a certain area of photography for the paper. The paper was due one month after session eight.	None

Session IX

Methods	Materials
Group Discussion Each student gave an oral report of his/her paper to the class and discussion followed.	Research papers from each student.

Evaluation

Session I

The introducation went as planned. Some students asked questions about the workshop regarding what they would be doing and what the expected outcomes would or should be. The film was shown and occupations in photography were discussed.

Session II

The values auction went well but lasted too long. Possibly two sessions would have been better. We did go into the next session with the values auction.

Session III

We finished up the values auction during the first part of the session. Then we started on the "Things I Like To Do" chart. It was a bit hard settling everyone down, getting serious about it. Once that was done, it proceeded well. Some students were surprised at the outcomes. Some didn't realize that they liked certain things.

Session IV

In Session IV we did role stripping. The students enjoyed this very much. They wanted to learn about the many types of different occupations. Some sat down and read the occupational books and became very engrossed in them. Many were surprised at all the different jobs.

Session V

This session went well. The students enjoyed working on this project. Many were surprised at the outcomes. The terms were too complicated for some of the students.

Session VI

"Observing Your Reactions" sheets were handed out in Session V. This gave students time to think about a reaction they could have used. We filled out the sheets during Session VI; they were not taken home. A lecture and discussion on decision-making ended the session.

Session VII

In this session we reviewed decision-making processes. We discussed "Analysis of a Past Decision" sheets and completed them. We also worked on "Reasons for Not Acting on Decisions." The latter seemed very interesting to students.

Session VIII

Students enjoyed discussing all the different fields of photography, but didn't care for the paper they had to do. The paper could have been eliminated. The interviews went well, considering the amount of preparation the students had in this area. Some students enjoyed hearing the interviews and occupations that others picked.

Session IX

This session is a continuation of Session VIII. We finished up the oral reports and evaluated the workshop. The majority felt that the workshop had been helpful. They felt that they knew more about themselves, their decision-making processes, and the many opportunities open to them in the world of work. They felt that the paper was too much work considering the fact that they were in school, and that there should have been another way to inform each person about his/her preferred occupation. It was also mentioned that there should have been some field trips to photo labs, studios, etc., included in the workshop.

Conclusion

In conclusion, the workshop was very successful in helping the students figure out their likes and dislikes, and it opened their eyes to the many occupations available to them. The class was comprised of students who had very strong interests in photography, and they appreciated the information on all the areas of photography given in lectures and individual reports.

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A CAREER AWARENESS PROJECT
FOR HIGH SCHOOL STUDENTS
INTERESTED IN RETAIL MARKETING
EMPLOYMENT

Bill Turner
Distributive Education Coordinator
Tucson High School

A Career Awareness Project
for High School Students
Interested in Retail Marketing
Employment

Introduction

Tucson High School was the oldest high school in Tucson. During the past few years and primarily due to the rapid population growth Tucson had experienced, Tucson High School became an inner-city school. Tucson had a total enrollment of 2,500 students. This enrollment included 55% Mexican-American, 18% Blacks and 26% Whites.

A junior Marketing class was selected to receive this program. The students had been with the program director for five months and some planned to continue on into a senior Cooperative Merchandising class the following year. The class included six White, five Black, 13 Mexican-American and two Orientals.

The students' files were checked. It was discovered that these 26 students had both higher grade point averages and stanines than the average student at Tucson High School. The program director felt that the students in Marketing were more motivated than students in others areas. This feeling was founded upon the realization that the marketing class student was able to join the senior program the next year provided that they performed adequately in the junior Marketing Class.

Purpose of program

The intentions for this program included a variety of associated goals. The students were to become aware of the need to consider their personalities and individual desires when investigating a career choice. Given that this was a marketing class, a second purpose was to develop skills for future employees looking toward a retail business experience.

Organization

Selection and Pre-group contact

As previously indicated, the program director was familiar with the students in this program as a function of the five month period they had spent together since the Marketing class had begun. The Marketing Class was an elective in the curriculum. If selected, the marketing student would be allowed into the Co-op Class for seniors the following fall semester. The senior Co-op Class provided a work-study arrangement whereby the students would attend classes in the morning and engage in actual retail work experience the same afternoon.

Time, duration, and location

The Marketing class met for four sessions each week. The actual schedule appeared as follows:

Monday, Thursday, Friday - 11:26 to 12:21
Wednesday - 10:30 to 12:21

The program included nine consecutive sessions based on the above schedule and thus ran for approximately two and one-half weeks.

Description of staff

The program director was the entire staff for the project. He had been teaching for a three year period when this program was instituted. The program director was certified as a Distributive Education teacher. The requirements for said certification included: a degree in business, work experience with a retail firm and 12 units of course work in the area of teaching Distributive Education (D.E.) courses. The customary certification for a secondary school teacher was also required.

Methods and Materials

The following pages describe the lesson plans which were used in the implementation of this program. In an attempt to accomplish the stated goals for the program five areas of importance were established and pursued. They were: values, interest, abilities, constraints and opportunities. The final session sought to integrate what the students had already been introduced to during the previous sessions.

Session 8, unlike the others, was not completed during a scheduled session. The aspects included in this session were obviously more involved than those in previous sessions. Many of the session 8 criteria could require months of effort to adequately fulfill.

Session 9 required that assignments from previous sessions be collected and held for this session.

Session One

Purpose: Understanding interests
Method: Group testing
Pictorial Inventory of Careers (1972) presentation
Material: Movie screen, projector, slides, test sheets, #2 pencils

Session Two

Purpose: Understanding Interests
Method: Field trip (Students had an advance discussion regarding the jobs they expected to discover in a department store and the requirements for each job.)
Material: Department store, transportation
Tucson resource: Jacome's Department Store and the store's personel manager.
The personnel manager led a tour of Jacome's and described a variety of positions therein.

Session Three

Purpose: Understanding Interests
Method: Students wrote a description of their ideal job. Students then wrote a description of the job in Jacome's which most approximated their ideal job.
Material: Copies of "The Ideal Job" (Values for Distributive Education, 1975-76)

Session Four

Purpose: Clarifying Values
Method: The Value Inventory Rating Sheet distributed to the students. Students completed the sheets and then received the Value Inventory Rating Sheet Summary which they also completed.

Material: Handout: Value Inventory Rating Sheet and Value Inventory Rating Sheet Summary

Session Five

Purpose: Understanding Educational/Vocational Opportunities
Method: Guest Speaker: A former student of the program spoke to the students. Topics covered included what the speaker had experienced since leaving the program, what the speakers future plans entailed and how the program had influenced the former two.

Session Six

Purpose: Understanding Vocational Opportunities and Constraints
Method: Individual research. Each student looked up three jobs which were of interest.

Regarding each of the three jobs the students wrote about the employment outlook, the education needed for the job, and the nature of the work.

Material: Largo Career Files (1976 and subsequent updates)

Session Seven

Purpose: Understanding interests.

Method: Class discussion of individual results of Pictorial Inventory of Careers (given in Session 1) (1973)

Materials: Individual test results.

Session Eight

Purpose: Developing basic abilities to get a job in retailing.

Method:

1. Students filled out a job application form.
2. The form was graded by me and returned to the students.
3. Students filled out a second application form. Students were instructed to keep this form and to take it with them to job interviews to copy from.
4. The class discussed job interviewing using the pamphlet, Making the Most of Your Job Interview (1974) as a guide.
5. Students wrote and then typed their own job resumes.
6. Guests from large, local department stores and from Mountain Bell came to class and did mock interviews with the students. Students were told to have in mind a question to ask the interviewer, a question which would show interest in the business of the interviewer. For example: "What should I wear to work?" not "How many breaks will I get?"
7. Finally, in a private room a mock job interview was held with each student. Some of the questions asked were:
    - -Why do you want to work here?
    - -Exactly what do you want to do?
    - -What hours can you work?
    - -How will you get to work?

Materials: Any job application form

Pamphlet: Making the Most of Your Job Interview(1974)

Guests from local businesses to do mock job interviews.

Session Nine

Purpose: Integration of previous material

Method:
1. Hand out students' previously written work
2. By referring to their previously written work, students completed the Self/Situation Summary Worksheet (Gilmore, 1973)
3. After finishing the Worksheet, students discussed how realistic they felt their first job choice would be.

Materials: Handout: Self-Situation Summary Worksheet (Gilmore, 1973)

EVALUATION OF THE PROGRAM AND RECOMMENDATIONS

The program director had a difficult time explaining values to the students. It took them time to understand how values fit into a career.

It is imperative to explain in advance what the students will be doing, how they are going to do it, and what they should gain from it. This will avoid spending class time explaining the same things individually to students. Each exercise must be explained carefully before it is started.

Overall, I feel that the students benefited in the following ways:

1. They obtained the basic skills necessary to get a retailing job.
2. They observed, first hand, many of the retailing jobs available.
3. They got an idea of exactly what it takes to get a particular job.
4. They gained some knowledge of how values should fit into selection of a career.

If I were to do the unit again, I would make the following changes;

1. Explain everything carefully before hand.
2. Place more emphasis on visiting job sites, and having in more guests.
3. Have more guests with practical experience speak to the class.
4. Increase the time devoted for values clarification.

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INCREASING CAREER AWARENESS IN CLERICAL FIELDS FOR GIRLS ENROLLED IN AN INTRODUCTORY SHORTHAND CLASS

Roggie Wilson
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Cholla High School

Increasing Career Awareness in Clerical Fields for Girls Enrolled in an Introductory Shorthand Class

Introduction

The student participants of this program were taken from Cholla High School, 2002 West 22nd Street, Tucson, Arizona, 85713. A beginning shorthand class was used to obtain participants. Approximately one-half the shorthand class were Mexican-Americans. Cholla was located in a lower socio-economic area of Tucson; and approximately 45% of the students were members of minority groups. All the students in this class were female.

Shorthand was an elective class; therefore, students in this class were assumed to have some vocational motivation that they were supplementing by obtaining an appropriate skill. The class was a learn-by-doing class. Students often lost out on the interaction aspect of teaching in this class because there was little opportunity for discussion groups, etc.

Purpose of program

The purpose of this vocational counseling group was to help the students in the shorthand class determine if the stenographic field careers were of interest to them. The actual work of a stenographer, secretary, etc., is quite different from the class activities. Through this counseling group, I hoped to help the students determine if they were interested in entering a career that uses the skill that they were obtaining in the shorthand class.

The ultimate achievement of this program was for each student to make a decision about whether she would pursue a career that used the shorthand skill that she was obtaining. Students from the shorthand classes were candidates for the cooperative work experience programs and advanced vocational courses such as secretarial training. After participating in this vocational counseling group, students were faced with the vocational decision of whether or not to use more of their elective units to pursue a vocational career path. This counseling group was designed to help the students make this decision.

Organization

Selection and recruitment

Students were selected from a beginning shorthand class. Only those students who expressed an interest participated.

Pre-group contact

Students were in shorthand class for a half year before the vocational counseling group began. All the fundamentals of the shorthand skill were already taught. Therefore, students were not faced with the decision of whether or not they wanted to learn the skill; they were only faced with the decision of whether or not it was worth their time and effort to improve the skill.

Time, duration and location of group

The vocational counseling group was held during the regular class period for the shorthand class (1:25-2:20). Approximately 10 class sessions were held during an eight week period from late February to April, 1976. All the sessions were held in the regular shorthand classroom.

Description of staff

The only staff member in this project was a female teacher. The students and the teacher got to know each other through conversation. There was no period of adjustment to a new facilitator. It was planned to have a resource speaker address the group during the assessing abilities and identifying opportunities sections of the program. The speaker was either a secretary who used shorthand in his/her job or a teacher of the advanced vocational classes. The speaker was asked to provide the students with an opportunity to ask questions.

Methods and Materials

Activity 1: Introduction to Career Education Program

Material

The facilitator prepared a file folder for each participant with a copy of Career Maze (Wilson, 1976) in the folder.

Method

The facilitator distributed the folders and explained the outline of the project using the Career Maze. A question and answer period followed.

Comments

Students didn't have many questions. They were a bit confused about the terms on the Career Maze, but this seemed to help arouse their curiosity about the career project.

Activity 2: Self-Concept Validation (Lindberg & Bartell, 1970, p. 8)

Material

Blackboard and index cards

Method

The facilitator explained what an adjective is by giving a definition and by putting nouns on the board and asking participants to supply appropriate adjectives.

Index cards were passed out to the students with the instructions that they write three positive adjectives describing their character. The facilitator demonstrated what a positive reaction to another participant's adjectives would be by having a volunteer read his adjectives and responding with a nice comment.

The students then divided up into groups of three to five people, with the instructions that they read their adjectives and each member of the group responds in a positive manner to the adjectives that they think most appropriately described the participant. A discussion was held by the whole class on how comfortable they were saying "nice" things about themselves and if not, why not.

Comments

Students enjoyed this exercise. In the discussion following the activity, they commented about how difficult it is to say something good about another person who is complimenting himself. They also found it difficult to come up with positive things about themselves without being sarcastic.

Activity 3: Values Auction (Simon, Howe, Kirschenbaum, 19[illegible])

Material

Index cards, bulletin board, play-money.

Method

Cards with "values" on them are placed on the bulletin board. The participants are led by the auctioneer and bids are submitted on the various valued items (bids starting at $1,000.00 avoids prolonged bidding). Upon completion of the bidding the decisions to bid on specific items are discussed by the participants. Facilitator poses appropriate question - soliciting the responses of the participants.

Comments

The exercise was well received and appeared to stimulate introspection on the participants part. They became more aware of their reasons for selection of certain valued items.

Activity 4: Values and Awareness of Stereotypes

Material

Record Album: *Free to Be You And Me* (Hart, 1972), record player

Method

The facilitator discusses the connection between society's values and subsequent stereotyping. An appropriate number of songs are selected, played and discussed. The participants are asked to determine whether or not the selections provided any meaning for them.

Comments

Students were somewhat defensive regarding their tendencies to stereotype. Some Mexican-American had a tendency to consider housework as a pleasant activity.

Activity 5: Things I Like to Do (Adapted from, Simon, S.B. et al, p.30)

Material

Copies of "Things I Like To Do", instruction sheet for facilitator, blackboard.

Method

After distributing the worksheets, the facilitator fully explains all aspects of the subsequent activity. The items selected are later ordered according to: cost, done alone or with others, done for the approval of self or others, and frequency.

Comments

The activity was effective. Students struggled with the idea of self-motivation vs. the approval of others. Many students felt the need to employ more significant and specific long range planning.

Activity 6: Skills Scoreboard

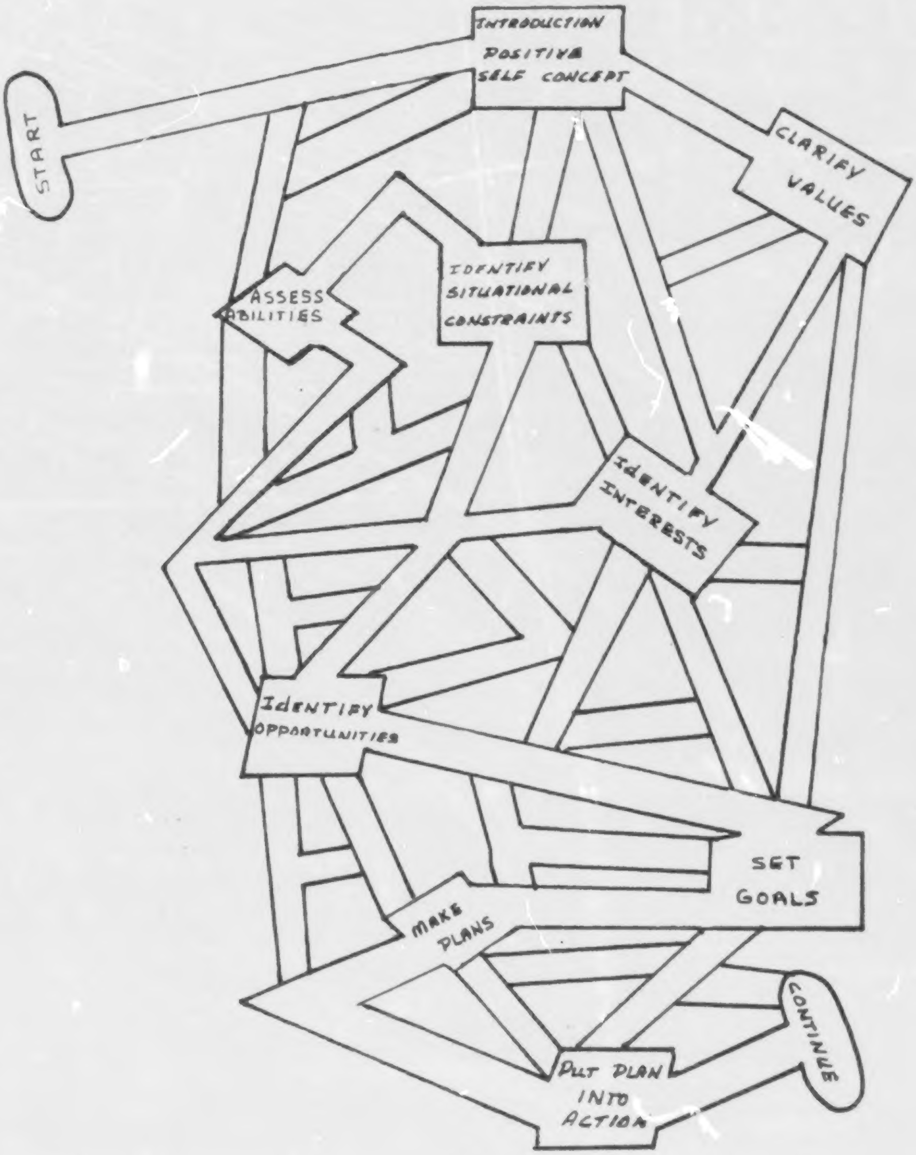
Material

Copies of "Skills Scoreboard" (Wilson, 1976)

Method

Copies of the "Skills Scoreboard" contain skills which are necessary for the beginning secretary. The list of questions are answered honestly by participants. The results help the participant ascertion both the level of skill they possess and their interest in cultivating such a skill.

It's Amazing What Goes Into Planning a Career!


START
INTRODUCTION
POSITIVE SELF CONCEPT
CLARIFY VALUES
ASSESS ABILITIES
IDENTIFY SITUATIONAL CONSTRAINTS
IDENTIFY INTERESTS
IDENTIFY OPPORTUNITIES
SET GOALS
MAKE PLANS
PUT PLAN INTO ACTION
CONTINUE

(Wilson, 1976)

SKILLS SCOREBOARD

Secretarial skills involve many types of activities. Some of these skills you have already developed, some need work, and some skills you may not have begun to understand or develop. You can use the following chart to determine at what point you are in the "game" of becoming a secretary.

	I'm GREAT	I need work Help!!!	I don't care
1. Can you type rapidly and easily on either an electric or manual typewriter?			
2. Can you arrange material for typing, such as letters, manuscripts, and tables?			
3. Can you proofread your work to find spelling and punctuation errors?			
4. Can you erase neatly?			
5. Can you change a typewriter ribbon?			
6. Can you take dictation at a reasonable rate (not feeling like you are pushed to your limit)?			
7. Can you transcribe your shorthand with little trouble?			
8. When you have left words out of your dictation, can you substitute words that mean the samething?			
9. Can you spell or use the dictionary to find words that you cannot spell?			
10. Can you answer the telephone in a polite manner and take a message if necessary?			

	I'm GREAT	I need work HELP!!!	I don't care
11. Do you know the rules for filing materials?			
12. Can you prepare ditto masters and stencils?			
13. Can you operate the ditto machine and the stencil machine?			
14. Can you operate calculating machines such as the ten-key adding machine?			
15. Can you compose a routine business letter?			
16. Can you keep simple accounting records such as a petty cash journal or a check register?			
17. Can you follow directions?			

(Wilson, 1976)

Comments

Generally the participants expressed little confidence in their skills. They were also unpleasantly surprised to discover that both spelling and neatness were primary necessities for every secretarial position.

Activity 7: Personal Qualities Checklist

Material

Copies of "Personal Qualities Checklist" (Bartsch, Yost, & Girrell, 1974)

Method

One copy of checklist is distributed to each participant. Both valued and undesirable qualities are determined via the answers to the questions on the checklist. The "best" and "worst" qualities are determined by each individual as well as potential effects upon obtaining and keeping a job.

Comments

Participants had difficulty in activities that required self-praise. Many required concrete examples from the facilitator for each "quality" and subsequently tended to copy the example.

Activity 8: What is Success According to My Value System (Gelatt, Varenhorst, & Carey, 1972)

Material

Copies of "What is Success In My Value System"

Method

The questions on the first section of the worksheet are answered by participants and thereby determine both the seen worth and importance of a particular value for each individual. Upon completion of the questions, the facilitator uses additional information on the last section of the worksheet to stimulate responses and discussion by the group. This latter activity suggests the importance and relivance of particular qualities for specific positions.

Comments

The future aspects of value assignments were more difficult to appreciate than the "here and now" significance thereof. The participants were aware of the increasing importance of minority-group identification in the job market.

Activity 9: Reading Day

Material

Copy of Career Opportunities (New York Life Ins. Co., 1969)

Copies of Today's Secretary (1974)

Method

Facilitator reads job description from Career Opportunities and students are requested to find an interesting article in Todays Secretary and later discuss same. After the articles have been read the participants are asked to share their articles with the group.

Comments

This activity was unsuccessful. The participants chose to entertain themselves with "off task" articles and photographs and thereby had nothing significant to contribute to the group. Perhaps a worksheet with specific, on point articles would eliminate this difficulty. Many of the participants had reading level problems with the material.

Activity 10: Guest Speaker

Material

Visiting Cooperative Vocation Education Teacher

Method

Speaker spent approximately 15 minutes discussing the local "work-study" program and the requirements and recruiting involved therein. After completing the presentation, the guest speaker solicatated and entertained questions from the audience.

Comments

The audience was very attentive toward the guest speaker. However the facilitator was required to stimulate the audience to ask questions of the speaker. Subsequent to the speakers departure the participants were more willing to ask questions of the faciltator. Perhaps the facilitator could stimulate the participants by asking questions of the speaker prior to his/her departure.

Activity 11: Listing of Opportunities on Bulletin Board

Business Careers Kit, (1974), Career Education Activities: A Counselors Handbook, (Even, 1974). Bulletin board, covers from business magazines, pins.

Method

Participants form pairs which receive one copy of "Investigation of Occupation" (Even, 1974, p. 34). Each pair chooses one career card in order to complete the "Investigation...." sheet. A typed copy of each pairs draft is placed on the bulletin board.

Comments

Participants were proud of their accomplishment. They also expressed genuine interest in reading the offerings of the other pairs.

Activity 12: Analysis of a Past Decision

Material

Copies of "Analysis of a Past Decision" (Bartsch et al, 1974)

Method

Each participant received a copy of "Analysis..." After receiving instructions and filling in the sheet, one participant is asked to share his/hers with the remainder of the group. The last two (#11, 12) questions on the sheet provide the need to attempt a rationale for some past decision.

Comments

The participants had some initial difficulty in selecting one particular decision. Once chosen, the decision was fairly easy to categorize via the worksheet. Perhaps a humorous example from the facilitator would help at the outset.

Activity 13: Career Information Summary Worksheet

Material

Folders, copies of "Career Information Summary Worksheet (Gilmore, 1973, p. 123-124), blackboard.

Method

Participants use "Summary" to gather the various aspects of this program which they have previously completed. The facilitator will write exercises on the blackboard which will help the participants to summarize the various sections of the worksheet. Upon completion of the individual synthesis the group will assemble to discuss possible conclusions drawn from seeing a synthesis of each individuals efforts.

Comments

The participants require both time and encouragement to complete the worksheet. This sheet should function much like the "Career Maze", i. e. to ascertain what skills were necessary and or desirable for the goal selected. This "Summary" also provides a valuable tool for discussion following the complete program.

Investigation of Occupation

1. Name of occupation____________________

2. Job title____________________

3. Exactly what does worker do?____________________

4. What type of equipment does he use?____________________

5. What education is required?____________________

6. What qualifications, other than educational, are necessary?
    - A. Physical____________________
    - B. Mental____________________
    - C. Aptitude or personality____________________

7. What are working conditions and hours?____________________

8. In what kind of business is this job found?____________________

9. What are opportunities for advancement?____________________

10. In what geographical location is this job found?____________________

11. Where is further information available?____________________

12. Additional Comments____________________

(Even, 1974)

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Activity 14: Discussion on Class Offerings for the Coming Year.

Material
Cholla High School Registration Materials and Description of Courses, 1975.

Method
Facilitator reads course description from the "Registration Materials...." booklet noted above. The participants then direct questions regarding the course to the facilitator. The facilitator then provides information on how the business courses offered dovetail with each other and with the courses of the other departments.

Comments
This activity was successful. The participants are made aware of the value of various courses thereby making subsequent course selections purposefull and goal directed.

Summary

The activities used for this career project presented no implementation problems. As a rule the activities that required physical activity rather than reading or working through to a conclusion were better received.

One problem encountered in this project was with student attendance. Provision of adequate "make-up" activities for absences was not satisfactory. Reading at varied levels of comprehension also presented a problem. When working through the exercises as a group, some of the participants finished the questions much more rapidly than others.

It was discovered that amusing examples for each of the worksheets helped maintain enthusiasm. The teacher's enthusiasm or confidence wth an exercise also helped determine the group response. Exercises that the teacher had seen demonstrated functioned better than exercises the teacher was unfamiliar with.

A copy of the evaluation sheet used at the end of the project follows this page. A tally of the responses are listed with each question. From the response to questions #3 (Were you able to determine whether you need to take more business classes?), demonstrates that the general goal of the project was achieved. The goal was to help students determine whether they needed more training for their career interest in the secretarial field.

There were 20 students that participated in the career project. Only 13 filled out the evaluation form. One person checked more than three responses for the liked and disliked question (#2).

EVALUATION

1. Did you enjoy the career unit?

   Yes (5) No Sometimes (8)

2. The following were the exercises that we did in the career unit. Place a check next to the 3 that you liked the best. Place an X next to the 3 you liked the least.

   Self-Concept Validation (2 liked) (2 disliked)

   Values Auction (8 liked) 1 disliked)

   Things I Like to Do (7 liked)

   Skills Scoreboard (2 liked) (5 disliked)

   Personal Qualities Checklist (2 liked) (4 disliked)

   What Is Success In My Value System (5 liked) (3 disliked)

   Reading Day (Today's Secretary magazines) (7 disliked)

   Bulletin Board (Business Careers Kit) (3 liked)

   Guest Speaker (2 liked) (3 disliked)

   Analysis of A Past Decision (1 liked) (6 disliked)

   Career Information Summary Worksheet (2 liked) (7 disliked)

   Discussion of class offerings (2 liked)

3. Were you able to determine whether you need to take more business classes?

   Yes (9) No (3) Maybe (1)

4. Were you able to find out about a career opportunity that you have been interested in?

   Yes (10) No (3)

(Wilson, 1976)

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